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MANUAL OF PARTICIPANT TRAINING PROCEDURES FOR

EUROPE

AND THE

NEW INDEPENDENT STATES

Prepared by: Bureau for Europe and New Independent States
Office of Democracy, Governance and Social Reform
Division of Human Resource Development and Social Reform

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SECTION A

CHAPTER 1: DEFINITION OF TERMS

In order to understand this manual, it is necessary that the readers understand the terms used. The terms presented are not the only terms used in the training process but are those that relate to this operations manual.

Academic Training: A program of study in an accredited institution of higher education which is intended to result in the award of an academic degree (e.g. Associate of Arts/Sciences, Bachelor of Arts/Sciences).

Academy for Educational Development (AED): One of the US contractors selected to administer the stand-alone training project for the New Independent States. This contractor also provides in-country assistance to other contractors in the processing of participants for US-based training. Processing services are available on a fee for service basis.

ADS 253: ADS is the acronym for the Agency's policy documents (Automated Directives System). 253 is the document that covers training policies and procedures. All Agency ADS documents are available through the Internet on USAID's website. ADS 253 is available on the Training Assistance for Europe and the New Independent States website.

ALI/GU Test: American Language Institute at Georgetown University English Test used to determine the ability of a candidate to participate in a program of academic instruction (long or short term program).

Allowances: Allowances are those rates which are to be paid to or on behalf of participants to cover the cost of lodging, food, transportation, books, typing, equipment, professional memberships, and other miscellaneous training expenses. USAID's allowance policy and rates are established by the Human Capacity Development Center and are set forth in ADS 253, the training policy and operations manual. Currently lodging and food allowances follow the General Services Administration guidelines for per diem in the US.

Best Practices: Highly recommended and endorsed Agency procedures to define and produce results-based training activities, developed from field experience across regions and consolidated in guidance material managed by G/HCD.

CEE: Central and Eastern Europe

Center for Human Capacity Development (HCD): The US based USAID office within the Global Bureau which provides general direction for USAID- sponsored and financed international training activities.

CEPA Test: Communicative English Proficiency Assessment test to determine a candidate's ability to participate in a program of technical training (likely to be observational study or on-the-job training with little classroom training required).

Classroom Training: Training that takes place in a classroom or school setting. This type of training may be enhanced by some observational visits but they are ancillary to the training rather than primary.

Conferences: Short meetings (generally one week or less) among technical specialists or others working in a common field to discuss a particular topic of shared professional interest. May include component activities with explicit learning objectives as well as general sharing of work-related information.

Contractor, Training: The training contractor is hired by a mission or USAID/Washington bureau to help design, implement or monitor aspects of results-oriented training under mission guidance and authority (see Prime Contractor for more information).

Cost Containment: A broad term to describe a range of management actions, attitudes, and tools exercised by the sponsoring unit and/or its contractor, grantee or partner to reduce the costs of training. The cost to be contained may be any direct or indirect trainee or training program cost. Includes cost-sharing with the training provider, training contractor, host-country institution, or any other stakeholder.

Cost Control: A synonym for Cost Containment.

Cost Sharing: Cost-sharing describes any instance where USAID or its contractor identifies and arranges financial or in-kind support to the benefit of a participant or training program. Typical cost-sharing includes tuition remissions, assistantships, training-fee discounts, home-stays, in-kind contributions, air fare, trainee salary, and payment of any direct participant cost by the non-USAID funding source. Cost-sharing mobilizes additional financial resources for training, and increases the coverage and effectiveness of USAID’s limited budget resources.

Counseling: Activities involved with assisting participants to identify and resolve personal or training situations/problems which are adversely affecting performance.

Country Strategy: Each country in CEE and the NIS has a development strategy which provides the strategic objectives for development assistance. In addition, the country strategy will include descriptions of the interventions to be supported and the expected impact of the interventions.

Country Training Plan: A country training plan should be prepared for each Country/Region in the CEE and NIS. The plan will include descriptions of the types of programs that are planned for the current (and when appropriate future) fiscal year along with the clear articulation of the training objectives for these programs. Because training supports so many strategic objectives, the training activities will be sprinkled throughout the results framework. To implement training activities, however, it will be necessary to develop more detailed training planning documents which will be the basis for estimating resources required to administer training activities. The online Training Event Template (found in the Training Events Online Library, or TEOL) is a tool for designing Country Training Plans.

English Language Training (ELT): English language training that is provided prior to, or in conjunction with, the program of study.

Enrichment Programs: Activities designed to provide participants with cultural/social/educational experiences geared to furthering their understanding of US institutions and values. These programs are conducted as an addition to technical or academic training provided in the US.

Exchange Programs: Education and training programs which include sending US citizens to the ENI as well as hosting citizens of ENI countries in the US. Examples of exchange programs are those involving high school and college students who trade places for a quarter, semester or academic year. Exchanges can also include participants in non-academic training who are observing each others' operations. USAID is generally not involved sending US citizens abroad for education and training. Exchange programs are normally administered by the United States Information Agency (USIA).

Evaluation: The process of determining whether objectives are met in the short and long-term. The evaluation may be of the processes used to implement a program as well the program itself. Ultimately USAID's activities are intended to result in positive change which is determined through impact evaluations. In the case of training, for example, it is possible for both the process and program to meet stated objectives and result in no impact. This occurs when the training program fails to be supportive of other technical assistance activities or when there are insufficient numbers of people trained in a particular area to constitute a critical mass. USAID conducts process evaluations, program evaluations, and impact evaluations.

Follow-up/Follow-on and Career Development: Follow-up activities are those designed to track individuals' progress after training. Follow-on activities build on the training experience and are designed to encourage and equip participants to remain professionally involved in their fields. Follow-on activities are normally conducted in-country. They may include: establishing communication networks for returned trainees, publication of newsletters, promoting membership in returned participant organizations, promoting professional memberships/meetings, in-country professional seminar attendance, related additional training, etc.

G: References USAID's Global Bureau. G/HCD is an acronym for the Human Capacity Development Office within the Global Bureau.

Grade Point Average (GPA): GPA, as it is commonly known, refers to the average academic grades/marks/scores awarded to a student during the course of his/her academic career. The most common grading system is as follows:

Grade	Points Assigned	Quality
A	4	Excellent
B	3	Above Average
C	2	Average
D	1	Minimally satisfactory
E or F	0	Failure

Grade point calculation: the number of units of credit assigned to the courses multiplied by the points assigned to the grade and divided by the total number of units of credit. Example: A student took 3 courses, each assigned 3 units of credit and received two A grades and a C grade:

2 courses x 3 credits = 6 credits x 4 points (A grade) = 24 points
1 course x 3 credits = 3 credits x 2 points (C grade) = 6 points

Total Credits = 9   Total Points = 30   **GPA = 30/9 or 3.33**

GTD: Global Training for Development

Health and Accident Coverage (HAC): USAID self-financed health and accident system designed to provide payment for most reasonable, usual, and customary medical costs incurred by participants. All participants studying in the US are to be covered by HAC. All contractors managing participants in the US are responsible for enrolling their participants in this program. Specific guidelines on HAC coverage are provided in the Agency's training operation manual and on pages 45-47 of this manual. HAC coverage may not be replaced by any other medical insurance in the US even though there are educational institutions that require enrollment in their plans as well. USAID’s umbrella HAC insurance policy for all US trainees is with the firm of Acordia Healthcare Solutions International of Indianapolis, IN. HAC insurance for third- or in-country training is not provided by Acordia’s umbrella policy.

Host Country: The country in which the USAID sponsoring unit is operating.

Host Country National: A citizen of a Host Country.

Human Capacity Development Manager (HCDM): It is suggested that Missions identify an individual(s) responsible for training within the Mission. This individual is to participate in the development of strategic objectives providing the technical assistance necessary for planning all training functions supported by the mission. The HCDM will often draw on the expertise of outside consultants to assist in the development of the mission's detailed training program.

IAP66A Form (Information Agency Program 66A): This US Information Agency form is completed by a USAID sponsoring unit, or its contractor. It identifies a participant’s study program and certifies USAID’s financial sponsorship of the participant. The signed IAP66A form must be presented to the US Consular Official as part of the participant’s J-1 visa request.

Immigration and Naturalization Service (INS): The United States government agency that administers laws and rules regarding foreign visitors to the US.

In-kind Contribution: The value of non-cash contributions to a training program provided by a non-Federal third party. Examples include: equipment, supplies, and expendable property.

Individual Results (training agreement): A document in which each training participant will have detailed specific objectives relating to his or her training program. These objectives are linked to those of the overall results package. The training agreement is developed among all stakeholders in the training process, including the employer, the programming agent, and the training institution.

Individual Taxpayer Identification Number (ITIN): The unique identifying number assigned by the IRS to each participant trained in the US, to track US tax liability and payment. The ITIN is obtained by filing the INS W-7 form and accompanying necessary documentation with the INS.

Internship/Cooperative Training: Work experience that is designed to enhance the skills the trainee is acquiring through formal training . Paid work experience must be directly related to the field of study undertaken by the trainee or it is not allowed under the Immigration and Naturalization Service rules. Work related to training must be approved by the Director of the Center for Human Capacity Development at USAID in Washington, D.C.

Interpreter and Escort Services: Provision of interpreters for short-term training or observation tours for participants who are not proficient in the language of the country of training; also the provision of escorts to accompany key person teams on observation tours. Escorts and interpreters **may not be program participants**. Escorts and interpreters **may not accompany the participants from the host country**. They must be legally able to work in the United States.

Invitational Travel: Travel authority for host country nationals or residents to visit the US in other than a participant category. This may include giving a formal presentation to a US conference as a technical-professional specialist. Conference attendees who are not formally invited presenters are by definition trainees.

J-1 Visa: The non-immigrant visa permitted by the Immigration and Naturalization Service (INS) for USAID-sponsored participants to use when traveling to the US for training.

Monitoring/Reporting: Regular tracking and updating of the status of a project or the participant (in the case of training), from time of arrival in the US to the day of departure. In this case, status refers to academic progress, visa status, adjustment to new culture, living situation, financial matters, general health of trainee, etc.

New Independent States Exchanges and Training (NET) Project: In the NIS, the NET Project was the original stand-alone training project, and had two components: 1) training, and 2) institutional and professional association partnerships. Training was designed to support the technical assistance activities taking place in the 12 NIS countries. Both the partnerships and training activities supported Mission strategic objectives. As of 1/1/97, training for NIS is being delivered by AED through an umbrella contract awarded by the Global Bureau at USAID. To accomplish this training, two delivery orders have been negotiated. **The project is now called Training for Societies in Transition (TRANSIT).**

NIS: New Independent States

Non-Returnees: Non-returnees are participants who do not return to their home countries by the established Return for Work Date set in the Stakeholder Compact.

Observation Tours (also Observational Training): Scheduled visits to facilities in several locations to learn a process, method, or system through observation and discussion. Observation tours should emphasize the acquisition of development ideas, attitudes, and values. This training modality is suited to mid to high-level officials/professionals who can benefit from updating or exposure to new ideas an technologies. Teams from a single country or multi-country teams with homogeneous interest/background can often benefit from this type of training. The language of the participants should either be English or the same foreign language to minimize confusion.

On-the-Job Training (OJT): OJT refers to training where the participant actually works at a particular job or assignment in order to acquire skills. OJT is generally the same as internship training but may be offered without an academic component. OJT is an acceptable type of USAID funded training as long as there are no wages involved. OJT training is often difficult to arrange due to potential problems with workers compensation and business liability insurance. Candidates for OJT programs must speak excellent English as business establishments are generally not equipped to work through interpreters. In addition, if a business could be identified that would accept a participant or two with an interpreter, the unit cost of such training would be prohibitive. USAID funded OJT programs have been traditionally of very short duration -- one month or less.

Orientation, Pre-departure: Activities designed to provide trainees with current and specific information on what is to be accomplished in their training. Pre-departure orientation may include: an overview of the social/cultural behavior of the peoples of the United States to help reduce culture shock; information regarding basic airport routines for international travel; personal finance information; what to expect at the training site. This orientation often helps establish how a trainee will respond/adjust to a US training/living experience. An orientation program conducted prior to departure should require a minimum of 4 hours to complete although a thorough program can take several days.

Orientation, US: Activities and information designed to acquaint the participant with a broad picture of "life" in the US (macro-view) and to assist the trainee in functioning effectively in the specific city/community/campus of the program of study (micro-view). The macro orientation will be most helpful to the trainee as a general reference point in understanding life styles in the US as well as the program's geographical area; it should build on the pre-departure orientation, reinforcing cultural behavior information (alcohol consumption, relationships with the opposite sex, etc) and democratic principles and practices. The micro orientation typically includes information on housing, shopping, food preparation, check cashing, transportation, correspondence, and communication. Micro orientation also provides an introduction to the training program and the trainees' responsibilities. In order to have any value, an orientation program should last a minimum of 8 hours (can be over several days in the case of short-term training). Academic orientation programs last considerably longer -- up to 5 days.

Package Programs: Programs of training or instruction where the payment made to the training provider includes the instructional cost, supplies/equipment, and lodging. Some package programs will also include food. Generally if a program is advertised to include food and lodging, the trainee will not be allowed to obtain lodging or food separate from the program. If alternate arrangements must be made, it is usually not possible to negotiate a price adjustment.

Participant: A term used to refer to any academic or technical student/trainee funded/sponsored by the US Agency for International Development. This term has been used since the beginning of the USAID sponsored student program. Participants are also referred to as trainees or students. Individuals funded for travel outside their country who are attending seminars, meetings, courses and whose primary function is to contribute to the training activity are not participants. Funding for these individuals is done through invitational travel orders.

Participant Training Project for Europe (PTPE): In Central and Eastern Europe, the PTPE was the original stand-alone training project which supported the technical assistance activities taking place in the Region. Unlike the NIS, this project also included funding to provide training processing services to other contractors in the Region. It was used to support Mission strategic objectives. PTPE was implemented by the Partners of International Education and Training (PIET), now World Learning, Inc. **In May 1997, PTPE was replaced by TRANSIT.**

Placement: See Programming

Prime Contractor: The Prime Contractor performs participant training field support and US placement functions for ENI TRANSIT participants.

> **NIS**: AED is the Prime Contractor for TRANSIT- NIS, and also administers all English language tests for USAID-funded trainees coming from the NIS whether they fall under TRANSIT or not. AED also is

charged with the responsibility of reviewing all documents relating to the training process completed by other contractors prior to their submission to USAID for action. AED provides in-country processing services to other contractors in the NIS on a "fee for service" basis. AED also completes required US paperwork for a fee. Contractors and grantees are not required to use the services of AED if they are equipped to do in-country processing themselves. This applies to US processing and paperwork as well. Any arrangements made for these services are done by the individual contractors or grantees.

CEE: World Learning is the Prime Contractor for TRANSIT- Europe. The World Learning contract includes funding for the in-country processing of other contractors' trainees. In the case of TRANSIT-Europe, trainee processing must be done by World Learning as they serve as the Mission training office. These processing activities include: medical form review, visa applications, language testing, pre-departure orientation, and ensuring that the Conditions of Training form is signed.

Programming/Programming Agent/Placement/Placement Agent: The process of analyzing participants' training/education credentials against the training goals and objectives of the training request document, identifying a suitable training activity, and making arrangements for the training to take place.

Programming and placement are often done at the same time. Once a program has been identified, it is communicated to the USAID Mission for approval or modification. The process may include review by ENI/DGSR/HRDSR officials with final decisions made by the USAID field Mission. After the Mission has accepted the program design, the participants will be "placed" -- housed, enrolled, etc. and a more comprehensive program design will be forwarded to the Mission. This is called a training implementation plan (TIP) prepared by the US based programming contractor often referred to as Programming Agent or Agency.

Reception Services: Meeting the participant upon arrival in the country of training. Reception services should be provided at the ultimate destination and may take place at the initial arrival point if it is determined that the participant(s) will need assistance with layover accommodations or travel connections.

Recruitment: The process of identifying candidates for a training program. Recruitment may be done using technical assistance contractor referrals, host country mass media, training announcements, staff referrals, consultants or any unbiased means of attracting candidates.

Results Framework: An articulation of the cumulative impact of all training and related activities supporting a given strategic objective. The cumulative measure of success is achievement of the strategic objective. Intermediate milestone indicators of progress toward final results are included. This framework is established as part of the strategic planning process.

Results Package: focuses on more immediate impact of activities in a given sector or institution. They are included in the results framework, clearly identifying the intended results of the program. In results packages in which training the only activity, the contribution of the training to the result is clear and thus the cause and effect relationship is more easily articulated. Where training is one of several activities leading to a specific result, more care must be taken when determining training success or failure as it relates to the results. It may be that training could only have impact if all other components have successful outcomes.

Return for Work Date: The Return for Work Date is normally the expiration date on a trainees' IAP 66A which fixes the end of the training program and departure from the US, adjusted for travel time home. See Stakeholder Compact.

Screening: The process of reviewing candidate applications, interviewing participants, and making recommendations for final selection. Screening may involve the use of Mission staff, government and private sector committees, government officials, consultants or a combination of individuals or groups.

Selection: The process of choosing qualified candidates for education, training, or observation tours. Selection activities include: developing selection criteria (e.g. English language test scores); candidate interviews; candidate credential reviews; etc.

Short-term Training (Also known as Technical Training): Training, regardless of location, that is not designed to lead to the awarding of an academic degree. Short-term training normally lasts between one week and nine months.

Sponsoring Agency: The host country public/private sector organization which nominates candidates for training. The term "sponsoring" does not necessarily imply financial support.

Sponsoring Unit: A generic term for any Agency mission, bureau, strategic objective team or grantee which applies USAID funds, via an Activity, to training design, implementation or evaluation activities.

Stakeholder: Individuals and/or groups who have an interest in USAID training activities, programs and objectives. Examples are trainees, their supervisors or work unit managers, training contractors, training providers, and representatives from USAID sponsoring units.

Stakeholder Compact/Agreement: A written statement among trainee and other stakeholders specifying agreed-to performance change targets within the organizational setting of the trainees selected. Compacts normally include a) definition of expected outcomes from training, in performance terms; b) the agreed-to date that the returnee will appear for work to implement training gains and other specific conditions of training; c) a plan for attaining agreed-to performance objectives through training and follow-on, including stakeholder responsibilities; and d) proposed means to measure training impact.

Statement of Expenditure: The accounting of expenditures which must accompany each US participant's income tax return, detailing the training-related expenditures paid from US sources on behalf of the participant.

Strategic Objectives: A finite set of development achievements established by USAID Missions. The strategic objective is the expected outcome resulting from a series of interventions sponsored by the Agency and/or other donor countries/organizations. The strategic objective can be very broad or quite narrow depending on the level of resources that can be devoted to its achievement.

Technical Assistance (TA) and Technical Assistance Contractors: Contractors whose primary function is to implement sector projects for the ENI. Focus areas may be health, private sector development, environment, housing, etc. Technical Assistance contracts may include training components, both in-country and US. In CEE, if training is a component of a TA project, the TA contractor is responsible for coordinating with the prime contractor. If training is a component of a TA project in the NIS, the TA contractor is responsible for ensuring that the processing is done correctly utilizing in-country project staff or through a negotiated agreement with the prime contractor.

Technical Training: All training not classified as academic training. Technical training may take the form of observational visits, on-the-job training (OJT), special seminars or programs, workshops, and non-degree training in academic institutions. See also short-term training.

Third Country National: A legal permanent resident, but not a citizen, of the non-US country in which the sponsoring unit is operating.

Third Country Training: Training which takes place outside the trainee's home or country of residence but not in the United States. Third country training is growing in importance as the capacity of indigenous organizations to do training is improving. It is appropriate to include some third country training as part of a US program when the objective is to provide the participant with the opportunity to see alternative delivery methods/systems. Third country training should, to the extent possible, be limited to other USAID recipient countries. Waivers for training in other **developed** countries must be approved by the Mission Director and must include proper justification for

not using either US or developing country institutions as training providers.
TraiNET: USAID's corporate database system enabling the planning and reporting of information on all USAID training activities, including in-country training. Data collected by USAID and/or its partners via TraiNET includes: measures of results/performance monitoring, training program/trainee identification, costs and cost-sharing. The TraiNET software is a self-contained distributable application that helps missions and contractors to collaborate in training for results. TraiNET will replace former databases such as PTIS and PTMS.

Training: A planned intervention to solve identified performance gaps by organizational staff or independent professionals, through the acquisition and application of new skills, knowledge or attitudes (SKAs). New SKAs to meet planned training objectives are acquired either via structured learning an follow-up activities, or via less structured means. Training can consist of long-term academic degree programs, non-academic seminars, workshops, on-the-job learning experiences or observational study tours. Training can be a component of a technical assistance project or a stand alone project.

Training Event: A specific training activity. Example: *Privatization of Power Sector*

Training, In-country: A learning activity taking place in a classroom or workshop with formally designated instructor(s), learning objectives and outcomes, conducted full-time or intermittently within the host country.

Training, Impact: Improvements in individual job or organizational performance attributable to new skills, knowledge and attitudes acquired during training and applied at work settings, designed to contribute to institutional, sectoral and host-country development objectives.

Training, Informal: Learning activities taking place outside the classroom or other such formal structuring during a period of Agency-sponsored training. Includes study and observational tours, or on-the-jobsite practical learning activities not connected to formal classroom instruction.

Training Needs Assessment: Identification of country, sector, or project-level human resource development needs. Training needs assessments are done using country demographic information, Government specific information, and special surveys. The needs assessment does not have to be conducted by USAID as long as there is a current reputable information source available from which this information can be gathered. A training needs assessment should be completed or consulted prior to developing any training project.

Training, Participant: A structured learning activity conducted within the US or a third country for a host country national sponsored by USAID. Participant trainees are interchangeably referred to as "participants".

Training Plan: A compilation of all mission-supported training that directly links training with strategic objectives, provides a mission-wide view of mission supported human capacity development efforts, and a related mission-wide training cost containment plan or strategy. A training plan often forms the basis of the scope of work for training programmer contracts. Preparing a training plan does not generate a training strategic objective, but rather, it is the compilation of training events which relates training activities across various strategic objectives or programs.

Training Program: One or more training events in support of a specific Strategic Objective. See also Training Event.

Training Provider: Any institution, organization or individual, whether public, private, non-profit or for-profit, which furnishes instruction directly to a trainee under full or partial USAID funding. Distinct from training contractors, who arrange for such training and are also known as "programming agents".

Training for Societies in Transition (TRANSIT): ENI Bureau's stand alone training activities under the Global Training in Central and Eastern Europe and the New Independent States.

US Agency for International Development (USAID): The United States government agency responsible for administering development assistance around the world.

World Learning, Inc: A US contractor selected to administer in-country training-related administrative services as well as US placement and administrative services for Central and Eastern Europe. World Learning does in-country processing for all training activities, not just those funded through TRANSIT.

SECTION B

CHAPTER 2: THE WHAT, WHY, AND HOW OF INTERNATIONAL TRAINING

USAID training policies are detailed in **Automated Directives System (ADS) 253**: Training for Development. ADS 253 does not provide implementation guidance. That guidance is set forth in **ADS 253 Supplemental**. Since the supplemental guidance is directed worldwide, we have attempted to tailor the guidance for CEE and NIS in this document.

[Please note: Waivers of mandated requirements generated outside USAID can only be granted by the mandating agency, not USAID. Mission directors or USAID/W office directors have general authority to waive or deviate from internal USAID policies and essential procedures listed in ADS 253 according to local circumstance, provided that justification for such waivers is recorded and retained in sponsoring unit files. This manual details waiver procedures when they may be appropriate in ENI.]

A few reminders about ENI training in general:

1. Training will **likely** (not exclusively) be short-term and more technical than academic (this does not mean that academic institutions will not be involved but rather that the training will be very focused and intensive).

2. CEE and NIS short-term training programs will likely require interpreters.

3. Short-term training will probably range from as few as three weeks to as long as four months.

4. When recruiting for group programs, homogeneity is vital to a successful program.

5. Training funded must relate to country strategic objectives and be detailed in the Mission Training Plan and Results Package -- ENI programs are not scholarship programs to further the personal career objectives of individuals trained.

6. Program **costs must be considered** when selecting training activities.

7. Every effort must be made to enable participants to develop professional relationships with US counterparts.

8. **Female participation** is to be at **50% --** Agency target.

9. 10% of training providers are to be **Historically Black College or Universities** (HBCUs) or **Hispanic Serving Institutions** (HSIs). This is an Agency target.

Readers should pay careful attention to the Planning Chapter (pgs 13-19) since it as the requirements in this chapter are significantly greater than those attendant to participant training planning in the past.

Chapter 3: PLANNING -- STRATEGIC PLANNING AND TRAINING PLANS

What

USAID policy states that all training is to be designed and implemented to: a) support specific, identifiable strategic objectives of the mission or central bureau as developed by Strategic Objective Teams, and b) provide human capacity gains for sustainability of Agency and host country development efforts. The strategic relationship of the training to the development objectives is to be described in all appropriate strategic planning documents.

The development of a strategic plan that adequately addresses human capacity development needs will require a more focused and intensive process than has traditionally been the case for participant training. For many programs, human resource capacity is the critical element that will determine success and sustainability. Therefore, the training needs to be explicitly linked to achievement of specific institutional or sectoral goals with clearly identified anticipated results.

USAID Activity Managers are responsible for: informing the cognizant USAID mission of their forthcoming training plan/events; ensuring that the content of the training does not conflict with mission strategy; consulting with missions in the selection of participants; and ensuring that mission training policies are respected in carrying out Washington-based training activities.

Why

Agency guidance emphasizes three core principles for carrying out planning activities:

1. Maximize impact of scarce development resources by developing a commitment jointly with those interested in training outcomes (stakeholders); coordinating with co-sponsors and other donors; assuring that policy framework supports the USAID investment; and seeking sustainable solutions.

2. Ensure prudent stewardship of USAID resources by applying lessons learned from experience, using development strategies that maximize the probability of success, and carefully assessing feasibility and cost effectiveness.

3. Manage for results, assuring that the results package has clear **performance targets** and **accountability standards**, defines **monitoring and evaluation standards**, and **experiments** with innovative approaches. All of these principles apply equally to the design of training activities that are integrated with other program interventions.

The actual development of results frameworks and results packages is a relatively new approach in the Agency and the practical application is likely to evolve over time.

How

In general, strategic plans including training will have the following elements:

1. Results framework that articulates the cumulative impact of all training and related activities supporting a given strategic objective. The cumulative measure of success is achievement of the strategic objective. Intermediate milestone indicators of progress toward final results are included. This framework is established as part of the strategic planning process.

2. Results package that focuses on more immediate impact of activities in a given sector or institution. They are included in the results framework, clearly identifying the intended results of the program. In results packages in which training is the only activity, the contribution of the training to the result is clearly articulated.

3. Individual results (training agreement) in which each training participant will have specific objectives relating to his or her training program. These objectives are linked to those of the overall results package. The training agreement is developed among all stakeholders in the training, including the employer, the programming agent, and the training institution.

At the results package development and budgeting stage, the primary issues are how to:

- Establish clear and measurable objectives
- Identify the critical issues related to the feasibility of the training component, including training needs

assessment
- Identify the most appropriate type of training to meet needs
- Develop uniform procedures for training design and implementation
- Identify the most appropriate location for training
- Design an appropriate level of effort to conduct the training event (s)
- Schedule the event (s)
- Identify and cost containment strategies
- Prepare an evaluation plan and clear criteria for measuring outcomes

Clear and measurable objectives
Developing clear and measurable objectives is the single most important step in planning training activities for development impact. Clearly articulated objectives will affect all decisions throughout the training cycle **--** selection, location of training, the training implementation plan, implementation, and evaluation. At the most basic level, objectives clearly identify the level of impact desired in the most specific terms possible. The nature of impact may include:

- organizational development (specific improvements in performance)
- relieving specific manpower constraints for critical skills
- leadership development (at the national, sector, organizational, or community level)
- institutional development

These levels of impact differ considerably in terms of the time period required to show impact and the degree to which high specific outcomes can be defined. Each will also require a different approach to recruitment and selection, program planning, and evaluation. The table on the following page illustrates some issues in developing results packages for different objectives. For example, organizational development goals require a needs assessment focused on specific organizational objectives that identify non-training constraints (organizational policy, procedures, and structure) and complementary activities as well as skill deficits.

The second level of objective setting involves the specific learning objectives for each participant. This is addressed in the design of the training program, and specified in the training agreement among the participant, employer, mission, and contractor. The objectives of the individual training activity should directly support intermediate results required to achieve the strategic objectives.

Objective	Outcomes and Timeframe	Assessment Issues	Implementation
Organizational development	•Outcomes can be highly explicit changes in organizational behavior. •Timeframe will depend on the nature of the change, but should also be very specific. The critical issue for organizational change is defining the change intended.	•Define organizational goals and identify constraints. Many constraints may not be amenable to a training solution -- such as policy, procedures, or organizational structure. •Identify skill deficits. •Define nexus of key personnel in organization to achieve goals (top mgt, mid-level, technicians, supervisors, or product teams).	•Training should be specific to the organizational changes planned. •Selection based on position and responsibilities in the organization. •Training program addresses attitude and skills at all levels, including top management understanding and support of approach, mid-level managers support and understanding of critical issues, technical level expertise, supervisory and co-worker knowledge.
Relieve manpower constraints	•Outcome can be clearly defined only with specific measure of the labor shortage. •The timeframe can also be specific. In order to be meaningful, such projects should focus on small labor markets with short term needs. Assessments are much less reliable over the medium and long term.	Define societal objective -- •How does the labor shortage affect the economy? •What skill deficits exist? •Are the constraints due to lack of trained people and training -- or non-training factors such as salary level or policy? •Can the USAID intervention make a worthwhile impact on the labor supply? Is the impact sustainable?	Addressing labor market shortages will generally require local institutional development unless the required numbers are very small. Implementation should include links to employers -- a training to work orientation.
Leadership Development	•Outcomes can be clearly defined only if the target group is carefully delineated -- business, political groups, community groups, government, etc.	•Define leadership patterns in the society --what makes a leader? •What credentials can advance leaders?	Leadership may have equity issues if leaders are naturally part of the elite. Training may include personal skills as well as credentials.

Feasibility Analysis & Training Needs Assessments
The key feasibility issues for each results package are dependent on the objectives of the results package. While all training activities may require a training needs assessment, the focus of the assessment may differ for different types of results packages.

Training Needs Assessments, where feasible, may be undertaken collaboratively with the host country during the design and implementation of the results package. Training needs assessments can be conducted at the level of the developmental sector, mission strategic objective, or at the level of specific organizations involved in a results package. Ad hoc or regularly scheduled assessments of training needs may be conducted throughout the life of the results package, and should represent the actual needs of the target group as measured against realistic and priority human resource requirements of the host country.

The capacity of host country educational and training institutions to supply needed training should be considered along with resources and technical capacity available to conduct or fund the assessment.

The nature and scope of the results package will indicate the types and number of host country personnel required at varying levels of competence and at different stages of implementation. The training needs analysis should help determine when training is an appropriate mechanism for meeting these personnel requirements.

The training needs assessment is based on the macro analysis included in the operating unit's strategic objectives plan. The first fundamental question for a needs assessment is whether training is an appropriate and adequate intervention to achieve the objectives. In many cases, human resource capacity is only part of the set of constraints to achieving the mission objectives. Often other constraints (policies, infrastructure, financial incentives) must be resolved prior to training. A common situation is that a target organization may have no employees with a particular critical skill, and yet people with that skill can be found working in other sectors or organizations throughout the economy. This is likely to indicate a demand problem (low salaries in the organization or sector), rather than a supply problem. Training more people with this type of critical skill (computer system management, for example) usually is only a short term solution for the organization because the employee will soon take a better paying job elsewhere.

The next set of questions for identifying training needs and feasibility should address the specifics of the situation -- what type of skills (training) are needed, how many people require this training to achieve the objectives, and the type of training (academic, technical) needed. At this level of specifics, the key feasibility issues include the following:

- Does an adequate pool of qualified and available candidates exist to achieve the goals?
- Is the required kind of training available in-country?
- Is the required kind of training available in the US or third countries?
- Can the required number of participants be trained at the necessary level and at the available time within the budget constraints of the results package?

Candidate availability should be explored in the training needs assessment. Availability may be limited by insufficient numbers of people with prerequisite education (e.g. MS preparation for a Ph.D. program), or by constraints to leaving the job or family for extended periods (e.g. cultural or family barriers to women participants, no replacement at work). It is essential that candidate availability be understood from the earliest stages of design so that, if necessary, the results package can be completed in phases.

Results packages with organizational development objectives require needs assessments that are directly linked to achievement of the organizational objectives. In most cases, organizational transformation will require a constellation of training activities that can address linked skill and knowledge needs at various levels in the organizations. This may take the form of training people in vertical or horizontal slices of the organization -- top managers, supervisors, technicians, co-workers -- who are responsible for accomplishing the objectives.

To the extent possible, training needs should be competency based rather than process based. For example, the training need is not for two weeks of technical training, but rather to develop adequate skills to perform a specific task. A traditional weakness of training results packages is that they identify returned participants as "trained personnel" with no reference to actual competencies expected or developed or to actual or potential utilization of the returnee's new skills. The term "trained personnel" will ideally be specific enough to link to accomplishments (i.e., 50 people trained to implement the computerized accounting system in the Ministry) rather than a process description (i.e., 50 people attend two week training workshops).

Identifying the most appropriate type of training to meet needs

The basic categories of training are academic (degree oriented) and technical (non-degree, including on the job training, special seminars, and observational tours). The initial design decision is determining which type, or combination of types of training is appropriate for the results package objectives.

1. Academic training is a program in an accredited institution of higher education leading to a degree. Degree programs are normally at the graduate (MS) level, but associate, bachelor, and Ph.D. degree programs are acceptable when required.

Generally, US academic training programs have a single degree as the training objective.

In cases where the training objective is a Ph.D. degree and the participant must first obtain a Master's degree for acceptance into the doctoral program, the initial training plan should clearly identify and justify the Ph.D. degree as the objective. The successive degree and a training period longer than three years should be approved at that time.

2. Technical Training includes all training not classified as academic, and may be in the form of observation visits, on-the-job training (OJT), special seminars or programs, and training in an academic institution not leading to a degree.

Developing uniform procedures for training design and implementation

Each mission or bureau shall establish a uniform set of procedures for training design and implementation to be used by it operating units and their contractors under prevailing SO Team structures. Missions with existing Mission Training Orders will find these documents useful for updating to cover technical assistance contractors, grantees and cooperative agreement partners.

Determining the most appropriate and cost-effective location for training

Both academic and technical training programs can take place in any one or a combination of three locations: in the United States, in third countries, or in the home country (in-country training). The impact on achievement of mission results packages and strategic objectives takes priority over cost considerations in decision where training will take place. The objective is to identify the most cost-effective location for training.

1. US training offers a number of advantages. Foremost among these is the large array of schools, colleges, institutions and training institutions that offer a broad selection of technical subjects and are willing to accept USAID participants. The broad purpose is to enhance technical knowledge with a better understanding of the processes of a democratic society and the private enterprise system and to develop the trust and understanding that underlies all international cooperation and commerce. Specifically, US training provides exposure to and familiarity with US culture, political and economic institutions, values, business and management practices, American products, and professional networking with US training colleagues. These non-technical aspect of the training program may be the primary justification for selecting US training in order to achieve specific strategic or legislative objectives. US training is particularly advantageous in some technical areas, such as science and technology, and for advanced degree programs.

2. Third country training is an appropriate option if in-country training facilities are inadequate and US training is not available or relevant, or is inappropriate for other reasons. Many third country training institutions provide high quality instruction, often at a lower cost than US training institutions. See Third Country Training Chapter (page 18) for a discussion of advantages and disadvantages.

3. In-country training is preferred when appropriate educational and training institutions exist in the host country or the strengthening of local institutions is a planned component of the encompassing activity. Such training is especially appropriate for short-term programs in vocational or technical fields; for undergraduate academic training; for persons who are unable to leave the host country; for persons who are

not qualified in English or the language of a third country; and for large clusters of trainees. In-country training is the only feasible option for programs that require large numbers of trainees in the same technical field.

Use of varied locations -- or combining in-country, third country, and US training -- can be a cost-effective way to meet many training needs and constraints. For example, in-country training may precede participant training, provide continuing education, augment overseas training or substitute for overseas training. Third country training may provide observational or field experiences to supplement US or, in some instances, in-country programs, and may also be a substitute for more extended US study when there is an accredited educational or training institution in the third country. A coordinated training plan may combine US training of trainers, or training of top managers, with in-country mass training. The relationships and interdependencies of the types of training should be clearly elaborated in the mission strategic plan.

Scheduling the event (s)
The implementation and timing of any results package involving participant training should be fully and carefully planned by the host country and the Mission. A training plan and implementation schedule (see Training Assistance for CEE and the NIS website chapter, page 17, for guidance on preparing training plans) should be collaboratively prepared so the project's training is coordinated and integrated with all other essential activities. The number of participant training programs required, the sources of training, the categories of training as well as the time required to prepare persons for participant training and then reintegrate them into the results package on return home can affect the length of the planned results package.

When technical assistance personnel are expected to replace or function as host country counterparts while the counterparts are in training, the arrivals and departures of the individuals concerned should be planned during results package development to ensure coverage.

Lead times
Results package design and implementation should take into account the lead times needed to select and prepare participants for overseas training as well as the time required to arrange their individual training programs. The selection of participants from among available candidates can be time consuming for all involved. Many participants require in-country training to improve their English language proficiency skills or to help them to overcome other skills deficiencies before they can begin their training. Furthermore, persons responsible for the planning and managing of US or third country programs should have timely information on prospective trainees and their training activities.

<u>Reintegration</u>. The training implementation schedule for a results package should allow for sufficient time after participant training and prior to the activity completion date to enable the participants to return home and resume their positions or find placement in new ones. Participant training should be completed no later than six months prior to the end of the development results package to allow for adequate reintegration and adaptation of the new skills.

Cost containment strategies
Cost management procedures are implemented in whatever training mechanism is selected (US, third country, in-country, academic, technical). Cost data are entered into and retrievable from TraiNET.

The **effective cost** of a program is the total cost of the activity measured against returnees' improvement gains in worksite productivity. Thus, each participant who does not complete training, return home or find a position increases the effective cost of the overall program. Even though additional planning and preparation may drive up costs, the increase in program effectiveness can keep the effective cost low. On the other hand, a program with low financial costs and poor planning may result in a significant percentage of failed participants, and thus relatively high effective cost.

Evaluation
Evaluation is an integral part of the initial results package planning. Objectives need to be clearly defined and performance measures clearly identified. When planned during the design stage, program evaluation can be straightforward. Without adequate design work, post-program evaluation is extremely difficult.

In the past, training evaluation has concentrated on the individual trainee or activity, usually emphasizing management issues. The goal of new USAID policies is to focus on results at the Results Package or

Intermediate Results level, not the individual/activity level.

Other

Appendix, Attachments 2 - 6, General Training Resource Material.
Appendix, Attachment 7, Course Processing Timeline
Contact ENI/DGSR/HRDSR or G/HCD for additional material on Results Package Development.

CHAPTER 4: TraiNET (TRAINING RESULTS AND INFORMATION NETWORK)

What

TraiNet is the Agency-wide database training management system, jointly supported by G/HCD and by the Bureau for Management, Office of Information Resources Management, Division of Software Development Maintenance (M/IRM/SDM). TraiNet will be distributed Agency-wide starting in 1998 to **help sponsoring units or their contractors track preparation and issuance of required documents**.

TraiNET replaces the widely used PTMS (Participant Training Management System), providing greater functionality, far fewer data entry requirements, as it integrates the monitoring of training activities into broader SO Team results and performance monitoring elements.

TraiNET will be able to download needed OPS module data on strategic planning and performance targets from the NMS to provide a starting point for managing training for NMS. It does not duplicate data entered into NMS. TraiNET users can monitor training costs and cost-sharing information for program management. TraiNET serves as a resource for those involved in USAID training — data can be entered and updated easily, and shared among all with a need to know. TraiNET data can be transferred to other TraiNET sites as an e-mail attachment, via diskette or through a worldwide web site. As for support, it features tutorials and on-line help sub-systems along with access to key USAID documents, guidance and policy memoranda.

Why

TraiNET enables all parties to access the same information about trainees, programs, intended results, target groups and organizations, all keyed to appropriate strategic results and results packages.

Use of TraiNET in the field eliminates the need for several existing forms such as the PDF, PIO/P for recordkeeping, Training agreement, Statement of Expenditures, and Budget Worksheet. Its data management can be delegated partially or completely to a SO Team's US or in-country contractors. Until the TraiNET system is operational on-site, missions must continue to use existing G/HCD-approved data systems to manage training, such as the PTMS.

How

G/HCD/HETS and M/IRM will establish an installation work schedule once the system has been fully field tested.

Data transfer between TraiNET systems on specific programs can be two-way or one-way. One good transfer method is via the Internet from any TraiNET site to the following worldwide web address maintained by G/HCD/HETS' contractor:

http//www.DEVIS.COM/TRAINET.

CHAPTER 5: *THE TRAINING ASSISTANCE FOR CEE AND THE NIS* WEBSITE

What

Development of the *Training Assistance for CEE and the NIS* website began in the fall of 1997. It is designed to showcase training in the ENI region, and improve communications among CEE and NIS Missions and contractors.

The audience for the website includes: the implementing contractors (World Learning and the Academy for Educational Development), the CEE and NIS Missions, USAID/ENI Washington, technical assistance contractors, and potential training providers.

The website has the following features:

1. **Training Success Stories Database** — visitors to the website can read about individuals who have successfully integrated their USAID-funded training into their work at home. The Training Success Stories Database is searchable by country, training objective, gender and/or year.

2. **Training Provider Database for the CEE and NIS** — a storehouse of third country training sites searchable by country and/or training objective.

3. **Training Events Online Library (TEOL)/Training Event Template (TET)** — a computer database of ENI training plans. The information in the database can be viewed by more than the individual USAID Mission (and project officer) that created it. The TET will produce such documents as: USAID-wide training plan; reports (by strategic objective, by mission, by date, by event, by status) of individual training events; budgeting and planning worksheet; interview guidelines of prompts to aid in the design and development of training events for results and impact..

Training events are created by USAID SO/RP team members and entered into the TEOL system as proposals (requests for funding). The Mission's Training Office reviews each proposal. These are assembled into a Draft Training Plan which is then reviewed, evaluated and analyzed by SO teams and/or Office Directors to determine whether the proposed events support achievement of RP targets and indicators. Events are then prioritized within each SO.

The compilation of approved training events is the "heart" of the USAID Training Plan. Those events recommended for funding are forwarded to the Mission Director for final approval of the Mission's Training Plan.

Through the *Training Assistance for CEE and the NIS* website, the approved Training Plan can be accessed by USAID missions region-wide, by AID/W offices, by Training Contractors, by Technical Assistance contractors, and others.

4. **General information** on the cross-cutting training implementation contractors' project — both the Europe and New Independent States sides — including an introduction and program description, as well as contact information for World Learning and AED.

5. **Resources** — links to training documents, forms, regulations, conferences, and information for Technical Assistance Contractors.

6. **Links** to other training-related websites — for information on the countries in the region.

7. Information on **Technical Assistance Contractors** and links to their home pages.

8. **Site Index, Search Capabilities, Feedback**.

Why

The website serves a number of purposes, all geared toward improving training in the ENI region. Specifically, the Training Event Template (TET) and the other databases will be particularly beneficial in designing country training plans. Missions throughout ENI can compare, evaluate, coordinate, and communicate with each other on training events and adapt/adopt the "best practices" for their individual mission needs.

How

The Training Assistance for Europe and the New Independent States website is located at:

www.enitraining.net

CHAPTER 6: THIRD COUNTRY TRAINING

What

Third country training (TCT) takes place in a country other than the host country or the United States. Third-country training programs are to be arranged for USAID participants when appropriate and cost-effective, and the participants can be provided reasonable support while in training. Third-country training can be an appropriate and useful addition to a mission training portfolio.

Why

Third-country training may provide numerous advantages in promoting USAID development objectives, meeting host country training needs, and reducing overall cost of training.

Third-country training can:

• broaden the training base of the developing world. Many training facilities in developing countries were created or supported by USAID. Use of these facilities enhances previous USAID investments.

• broaden participants' exposure to professionals from other developing countries. These programs are generally available to a wide audience.

• provide direct demonstrations of how development problems similar to those in the participant's home country have been solved in other countries.

• encourage the exchange of technical information and experiences among countries by developing a network of technical and cultural ties. This can result in developing a joint approach to common problems.

• develop a community of interest and purpose with the United States among the countries participating in the training exchange.

How

Planning a Third-Country Training Program

Management of third country training in the receiving country should be by a USAID Mission, or in those cases where there is no Mission or the Mission is unable or unwilling, management may be by:

- The US embassy in the country of training;
- The embassy of the host government in the country of training;
- A designated programming agent hired to serve as representative to develop, administer, monitor and evaluate the training;
- The training institution willing and able to handle the training and managerial responsibilities;
- In Central and Eastern Europe, World Learning is willing to accept third country training requests and make the necessary arrangements for training programs for a fee; or
- In the NIS, the local office of AED is willing to administer third country training programs for a fee.

The sending mission in such cases should ensure that all functions normally provided by the training mission are provided for in the country of training.

Medical Examinations

Participants trained in third countries should meet the medical examination requirements of their own government and those of the country(s) of training, or the requirements of any local health insurer. It is recommended that the standard medical clearance form be used in documenting the medical examination. Any pre-existing conditions found should be cabled to the training mission(s).

Allowances

G/HCD does not set maintenance allowances rates for third country training. These rates are established by the USAID Mission Director in the country, in cooperation with host government officials. When there is no USAID Mission, the American embassy and/or the training institution should set the rates. All TCT maintenance rates are payable in the currency of the country of training.

Third country rates for participants cannot exceed the standard US Government per diem for each locality in the host country. Rates for participants studying in educational and training institutions are not to exceed the norm for students who study at such institutions. Because of frequent currency fluctuation, the sending mission is to verify the accuracy of the published third country rates with the training mission prior to the participant's departure. Training materials for technical program participants are funded based on the normal requirements of materials for the technical course, if such materials are not included in the cost of the training program.

Advance Maintenance Payments

Advance maintenance payment procedures are established by the training mission prior to the trainee's departure from the home country. The training mission may either arrange for participants to receive upon arrival a local currency payment to cover 30 days transit status, or the mission may require the sending mission to bring a US Treasury check for $250.

Possible TCT Countries

Third-country training cannot take place in countries that are:

- not included in USAID Geographic Code 941 or in the case of training funded by Development Fund for Africa (DFA), the appropriate DFA codes
- **donors** to the USAID recipient country
- considered unfriendly by the US Department of State, and where travel by US citizens is prohibited

TCT Program Requirements

In order to be effective, third-country training programs should:

- provide logistical and personal support to participants living in a strange country. This would include support mechanisms for problem solving as well as administrative mechanisms adequate to assure timely payment of allowances, postal services, etc.
- be affiliated with educational or training institutions that provide equal opportunities to foreign students
- have familiar language and customs, or the facilities to provide adequate training and orientation to foreign students; provide training in a language which the trainee has already mastered
- provide access to adequate health and accident insurance.

Health and Accident Insurance

The HAC insurance program does not cover participants in TCT. The responsible organization in the training country, usually a USAID Mission, should negotiate with an insurance firm in that country to provide health and accident protection for participants when the TCT workload is large enough to justify such an arrangement.

Evaluating Third-Country Training Programs

The participant training specialist in the training mission is to evaluate all USAID-sponsored third country training programs conducted in the country of training and share the results with the sending missions. This evaluation should assess:

- the adequacy of the training and administrative support provided
- the appropriateness and program quality of the training program and the educational or training institution

Training missions and host governments are responsible for advising other USAID missions and USAID-sponsored contractors of the value and accreditation of host country educational and training institutions.

Follow-On

Third country participants are to be included in appropriate follow-on activities.

Waivers For Training In A Non-Approved 3rd Country

Where it has been determined that appropriate participant training is not considered a "service" under the provisions of Handbook 1, Policy, Supplement B, Procurement Policies, and can only be obtained in a third country that is not included in Geographic Code 941, **the Mission Director has authority to waive the provision and authorize the training**.

Documentation of the waiver authorization regarding the country excluded from Code 941 should contain the following:

- a concise description of the training or educational study requested and its relevance to USAID activity objectives;
- details on the participant(s), including position, technical background, English language proficiency, need for the training and intended use of the training on return;
- justification for training in a non-approved country, including information on the availability of similar training in the United States or a Code 941 third country; and
- the reason the country where the training is to take place could not sponsor/fund the training.

Because these types of waivers cannot be anticipated, they should not appear in the Mission training order but copies should be maintained with the order for future reference.

Samples/Info

Appendix, Attachment 8 -- ENI 3rd Country Training Procedures

CHAPTER 8: IN-COUNTRY TRAINING

What

The mission strategy should incorporate all types of training. Strategic objective teams should assess the full range of human capacity development activities required to achieve the objectives, regardless of the location of training. All in-country training should be conducted within the framework of the results packages.

Why

In-country training should be utilized when there are either very large numbers of people to be trained and resources will only permit using this training modality or when the participants are unable to be away from their employment for long periods of time.

The disadvantages of in-country training are that the participant is unable to see and experience some of the ideas and concepts that are presented during the training program nor are they able to interact with other cultures.

How

The implementation of the in-country programs is very different from US and third country training. The mission training management system (contractor, training office, or HCDM) is responsible for arranging appropriate training activities, contracting with training providers, and assuring that all training is consistent with the strategic objectives. All in-country training should be included in the annual training plans.

In-country training programs are to be documented through TraiNET or as a part of the implementing contractor's record system. At least the following information should be maintained:

1. Course name
2. Type of training (classroom, observation, etc)
3. Course duration
4. Number of participants and organizational affiliation
5. List of people attending the course.

The Mission may wish to capture additional data to enable adequate evaluation and follow-up for some strategic objectives and activities.

In-country training participants are not covered by HAC insurance and are not eligible for standard educational allowances or costs. Missions may determine the appropriate level of allowances necessary to achieve the strategic objectives.

While the level of effort for strategic planning of the program is likely to be equivalent to (and concurrent with) that for international training, the implementation of the program **may** be less labor intensive.

CHAPTER 9: TRAINING COSTS

What

Cost must be factored into the planning and final program decision making process. Cost management procedures are implemented for whichever training mechanism is selected (i.e., US, third country, in-country, academic, technical).

Funding of the entire projected training period must be obligated before the trainee begins to incur costs.

Why

To suggest that we must be cost conscious because of our shrinking resources would imply that we have not been concerned with costs in the past. Efforts have been made in the past to prudently manage programs. Shrinking resources cause us to focus more on prudent management and to focus on those elements we can manage more carefully and still retain the quality programs we have arranged in the past.

In addition, in the NIS, there is a move towards more "people to people" experiences with less emphasis on actual training. These types of programs are generally less costly than training programs. If we can reduce the cost of our training programs substantially without sacrificing quality, we may be able to make the case that retaining a core program of training will be more effective in meeting strategic objectives.

How

Cost management and containment are achieved in several ways, regardless of the type of program:

❶ **Planning ahead -** While every mission is required to have a country training plan, during the construct of that plan thought must be given to when programs are requested, group size (technical programs) and leading times for each program.

•The **time of the year that training is requested** will affect housing costs. Programs normally presented by colleges and universities will be less expensive in the summer due to both the availability of instructors and the availability of on-campus housing. Observation tours scheduled in the off-season will benefit from lower hotel rates. Efforts to negotiate concessions with providers will be more successful during their non-peak periods...normally in the winter in the north and in the summer in the deep south.

•More **lead time** allows for better participant selection, replacement of dropouts, "comparison shopping" for programs, and cost negotiations. If it is necessary to select participants quickly, the effective cost of the program may be higher...they may get nothing from the experience. If a program is scheduled for 15 people and only 10 attend, the unit costs increase markedly as the provider has certain fixed costs which will not be affected by a smaller group size. If participants are scheduled to depart within a week or two after the identification of a provider, the ability of the placement agent to successfully negotiate cost reductions is minimized since there is no leverage.

•Prudent **travel planning** with advance bookings can save considerable sums by using the discounted airfares. In addition, booking a substantial number of participants on the same airline may also result in the receipt of "free" tickets. Time of the year will also affect the availability of lower cost airfare.

❷ If groups are to be programmed, **group size** can have a substantial impact on cost. Small groups or individuals engaged in other than off-the-shelf programs will **always** drive up costs. Other costs affected by group size are transportation and interpretation (if required). Often groups are transported by vans. Vans normally accommodate from 7 to 15 people including the driver.

❸ **Participant homogeneity** will have cost implications. If observations and field trips are scheduled for non-English speakers, it is important that the group interested or involved in the same kind of work. If multiple field trips need to be planned to accommodate varied interests, each group will require its own set of interpreters and escorts...a very expensive proposition.

❹ **Competitive bids** for multiple training sessions. This is a difficult mechanism to use as the risk for both parties to the bid is considerable. If, for example, you know there is a need for 5 identical programs, it would be safe to assume that significant cost concessions could be granted by the provider. Unfortunately, until the first program is offered you may not know whether the training is satisfactory. The provider will have based the bid on 5 programs and thus canceling the balance of the programs would cause the provider to suffer a loss even on the initial program. The ideal approach in this situation would be to obtain a bid for one program as well as 5 with language that allows the provider to exercise an option for the other programs at a reduced costs.

❺ **Tuition Caps (a 5% inflation factor may be added each year beginning with academic year 1998):**

Undergraduate — $11,000 standard academic year (tuition and fees)

Graduate — $12,600 standard academic year (tuition and fees)

❻ The Mission Director or designee is authorized to waive tuition caps in individual instances, with written justification specifying why the cap is not in the cost-benefit interest of the sponsoring unit. This may only be possible if the Mission is sending several people to the same institution. Requesting **in-state** tuition when using state institutions can't hurt.

❼ Other possible means to cut costs are using **packaged programs**, **cost-sharing**, and **homestays** (remembering the risks). Language training, is a significant program cost that can be reduced by using **in-country language training** and/or the use of group training in the trainee's language. **Location of** academic-program **field work or dissertation preparation**, can also reduce costs.

❽ When evaluating where and how to conduct training, sponsoring units must regard all costs as **potentially avoidable**. Questions to consider include "How can I best satisfy strategic objectives at the lowest cost?" and "Who are the development partners with whom costs can be shared?".

❾ **Cost sharing** — when designing a training program, the cost sharing formula to be followed with the host government (unless otherwise waived or changed) is 25 percent financial or in-kind contribution by the host government in the total activity cost, with 75 percent borne by USAID and any other non-host partner.

Participant training budgets must include the three line-items captured by TraiNET: Instruction, Trainee, and Travel. While there are no mandated formats for these budget worksheets, a sample design has been included in the Appendix. Use of the worksheet will assist the preparer in remembering all potential cost elements of a training program.

Samples

Appendix, Attachment 9 -- Cost Containment Policies for CEE and the NIS

Appendix, Attachment 10 -- Short-Term Participant Training Budget Worksheet (Sample)

Appendix, Attachment 11 -- USAID Participant Training Allowance Rate Information

CHAPTER 9: DOCUMENTATION — THE TRAINING REQUEST

What

Completion of the individual training request/plan.

Prior to 1994, USAID required that a specific form, the Project Implementation Order/Participant be completed to document training activities. The form served multiple purposes - listing:

a. Host Country
b. Project funding account codes
c. Project expiration dates
d. Requested training start dates and training duration
e. Training costs by funding source (if applicable)
f. Contract number (if appropriate)
g. Trainee name (s)
h. Training program desired (goals and objectives)
i. Suggested training provider if any
j. Biographical data on trainee(s)
k. Signatures authorizing the training

With the advent of re-engineering and the elimination of a central funding account for training, the kinds of information necessary to conduct training activities has changed and this document is no longer required (optional) for ENI training activities; however, now more than ever an individual training request/plan is necessary.

Beginning in 1998, training requests will be designed through the Training Events Online Library (TEOL), available from the USAID/ENI Training Assistance Website (www.enitraining.net). See page 21 of this manual for more information on the TEOL.

Why

Since all training activities must tie into the mission strategic objectives, individual or group training programs must have stated objectives/results which clearly articulate how these activities support the results packages, framework or strategic objectives. In addition, in order for a participant to be eligible to travel on the required J-1 visa, there must be a training plan on file for that participant.

How

NIS and CEE: Contractors are required to have a training plan on file for all individuals attending US-based training. The plan should include the objectives of the training program along with a detailed training implementation plan. This document may be a more expansive rendition of an entry in the country training plan and may be used as the stakeholder compact. This stakeholder compact will include post-training performance targets back in the work setting, stakeholder responsibilities in the post-training, follow-on phase, and suggested ways of measuring changes in performance back at work.

Exceptions

Two sub-policies governing the integrated structure of training may not be appropriate in all local settings. Missions must enter into written stakeholder compacts for training, and training programs must uniformly contain a pre-training component, training component, and a follow-on component.

The mission director/USAID representative or designee, in consultation with appropriate strategic objective team (s), must identify reasons specific to the local situation that justify an exemption from these requirements, documenting such determination for its files.

Factors justifying such a waiver include:

- length of training does not warrant undertaking one or more of the required actions
- cost of implementing one or more of the required actions is disproportionate to the projected results obtained from the training event
- location of the training makes it impractical to implement one or more of the required actions
- training is of a study tour nature (short-term, non-classroom) and does not lend itself to the design and implementation of the required action (s)
- the mission is in transition to closeout. However, arrangements for follow-on activity by the unit or contractor assuming mission responsibilities are an important duty for closeout missions.

Sample

Appendix, Attachment 21 — Training Event Template

CHAPTER 10: SELECTION

What

Participant selection criteria are to be established for each program.

Why

The selection of participants is critical to achieving a successful outcome. Good selection will result in a program with highly motivated participants who will perform well and complete the training on time, benefit from the training, return to their home country, and have a high probability of applying the training in furtherance of program objectives. A training program with highly motivated, capable participants can overcome weakness elsewhere in the program, but an excellent program in all other respects cannot compensate for a poorly selected group of participants. <u>An adequate investment of time and effort in selection goes a long way to assuring both cost-containment and program impact.</u>

How

The selection process should flow directly from a training needs assessment and should be in accordance with criteria documented in the Mission Training Plan. The process and criteria should be open and transparent to assure equal opportunity for all qualified candidates. Selection bias or the appearance thereof may be avoided through the use of selection committees, composed of stakeholders which could include USIS or Embassy personnel, mission, host country and private sector officials.

The following guidelines should be considered in establishing selection criteria:

1) USAID SO Teams and their selection committees, working with host country and private sector counterparts or stakeholders, agree on selection criteria which conform to USAID-wide criteria and meet the requirements of the country and the development activity. These criteria are incorporated into the Training Plan, individual activity agreements, contracts, and grants.

2) Patronage should be avoided. Seniority lists submitted by the host country or other interested parties must be carefully screened to ensure that nominations are based on objective criteria and are not politically motivated.

3) Selection committees are effective mechanisms for reviewing and choosing nominees. The committees are most effective when they include mission, host country and private sector officials. Missions should encourage host countries to assume the major role in the selection process.

4) Alternate candidates for training should always be selected to substitute for principal candidates in order to insure that an individual will be available to fulfill the development need being met through participant training.

5) Eligible candidates must be citizens and residents of the host country. Persons holding citizenship or residency in other countries are not eligible except with a waiver approved by Mission Director. US citizens are never eligible for USAID-sponsored training. USAID policy prohibits training eligibility to holders of "green cards" which permit aliens to work in the United States.

6) Selection criteria should seek to identify individuals who possess maturity, emotional stability and leadership potential enabling them to complete training successfully in an alien environment, away from family and friends. Candidates should have a clear understanding of strategic objectives and have a strong personal commitment to the planned training; understand clearly that they are obligated to return home after the training and work in a position where the training may be effectively utilized; and should be fully aware of their responsibilities as participants.

7) Participants should possess sufficient academic and/or other experience to meet prerequisites that enable them to complete the programs successfully.

8) Participants should have completed their military requirements or be exempt from conscription.

9) Participant should not have been previously been trained under USAID sponsorship outside the host country (if so, justification is incorporated in the training request).

10) Selection criteria must recognize the need for gender balance. In accordance with Agency policy on Women in Development, G/HCD has established an annual target of 50 percent women in new trainee

third country and US enrollments. This target applies to each Mission (not to individual strategic objectives). It does not apply to in-country training. In view of structural or cultural conditions beyond Mission's direct control in some countries, Missions or central bureaus must document to the file reasons for variances exceeding ten percent in any given year, and intended plans to make progress toward sponsoring unit targets. For assistance in meeting these targets, contact the Bureau of Global Programs, Office of Women in Development (G/WID).

In order to achieve gender balance requirements in trainee selection, missions have implemented various strategies for improving the gender equity balance in training programs. These strategies differ by country and region to reflect the relevant cultural and economic constraints to participation of women. Many countries have been successful by:

- establishing female targets at the activity level,
- preparing training plans with specified slots for women,
- proactively recruiting women,
- providing spousal training (be aware that spousal training reporting is different from participant reporting),
- targeting sectors with traditionally high levels of female employment, and
- utilizing in-country training resources.

11) If groups are to be trained, selection criteria should include the requirement that groups be homogeneous to the extent possible. Group homogeneity results in better training and may result in lower cost programs.

12) The selection process should require written applications, developed by a contractor and approved by the mission. In-country training can serve as a selection screening mechanism, with the best performers from a broad-based in-country program selected for US training.

13) In the case of third-country training, third country nationals may be approved for participant training by the Strategic Objectives Team case by case. Considerations normally include cost-effectiveness, and the likelihood of the third country national’s return for work to the host country.

CHAPTER 11: LANGUAGE TESTING

What

If the planned program is to be offered in English without an interpreter, **arrange to test the candidate's English language proficiency**

Why

USAID requires that individuals attending education and training programs in the US have certain levels of language proficiency in order to enroll in programs taught in English. This requirement applies to both formal classroom training and observation/study tours. It has been the experience of the Agency that people with marginal language capabilities not only fail to gain much by being in the training program, but they also suffer from the stress involved in trying to adapt to a new culture without the ability to communicate. Projects and contractors that fail to arrange for this testing are often criticized by the Agency's Inspector General.

How

USAID uses one of two tests to assess language proficiency. Both were developed by the American Language Institute at Georgetown. The first test, ALIGU (after the Language Institute), is used to prescreen academic participants (who may have to take the generally required TOEFL test administered by the Educational Testing Service) and to screen participants who will be involved in classroom training of a technical nature. The second test, the Communicative English Proficiency Assessment (CEPA), is used to assess an individual's ability to understand spoken English. This test is administered to individuals or groups who will be primarily engaged in observational study tours. Both tests can be administered in the host country but the numbers of persons authorized to administer the test is controlled.

If you are arranging academic degree programs, it is likely that the US educational institution will require that the candidate take the TOEFL exam. This test is administered world-wide on a scheduled basis.

In CEE the test administrator is World Learning and in the NIS, AED administers the test on behalf of USAID. This means that the contractors will have to make arrangements with either World Learning or AED to administer the test.

<u>Test Security Measures</u>

The integrity of the test and validity of the results depend on the security of the tests and scoring keys and the proper administration of the tests. Each Mission administering (or designating an administrator) the ALI/GU EPT or the TOEFL test designates one, but no more than two, Americans on the Mission Staff to be responsible for ordering tests, maintaining local test security and administering or providing oversight for the administration of the tests.

Test packages will be sent only to the designated Test Administrator and are opened by that person only. This officer is to maintain a permanent record of the serial numbers stamped on the cover of each test book. The tests are to be handled in the same manner as classified material. Damaged, retired or excess tests and scoring keys are to be disposed of in the same way as classified material. Careful inventories should be made at regular intervals to assure that adequate security is being maintained.

If at any time a copy of a test book is found to be missing or if a test has been in the hands of an unauthorized person, use of that particular form of the ALI/GU EPT is immediately discontinued. All remaining copies of the test form are retained in a locked file pending further investigation of the security break. Details of the incident are reported promptly to G/HCD, Washington, D.C. 20523.

A waiver of the language verification requirement may be approved by the training activity's Contracting Officer's Technical Representative (COTR) or other appropriate USAID official on a case-by-case basis.

<u>Annual English Language Testing and Training Report</u>

Missions/Mission representatives submit to G/HCD an annual "English Language Testing and Training Report for FY____," Control Symbol U-1380/7 each February 17 or earlier. This report includes:

a. the name of the English language training facility or facilities used in host country training;

b. the number of participants trained by weeks of study;

c. the total number of weeks of training completed in the fiscal year;

d. the average cost per week of training;

e. the total cost of ELT in the host country for the fiscal year and source of payment (United States or host country);

f. the number of participants trained in ELT in the United States or a third country for the fiscal year;

g. the total cost of ELT conducted in the United States or third country, nature of institutions providing training, and source of payment (mission or contractor);

h. the number of tests administered in the fiscal year by specific forms used;

i. problems, if any, encountered in test administration and recommendations for solutions.

WARNING: It is not sufficient to speak with a person and make a judgement concerning language ability. A standardized test is required.

Samples/Info

Appendix, Attachment 12 **--** General English Language Testing Requirements

Chapter 12: Medical Examinations

What
Arrange and Process Medical Examinations

Why
In order to benefit fully from the training activity, the participant should be in good health. In addition, the participant should not worry about whether medical care will be available in case he/she does become ill. The pre-departure medical examination will allow USAID to determine the participants' current physical state and is a requirement for obtaining full medical coverage during the training program. Every trainee entering the US under USAID sponsorship is enrolled in USAID's Health and Accident Coverage (HAC). This is not an insurance program in the true sense of the word but rather a self-financed medical payment program with a small deductible. The Agency collects $80 for each participant for each month (or partial month) of training. See pages 45-47 and Attachment 28 of this manual for information on the HAC program.

How
Some USAID Missions or Embassies have lists of reputable medical providers. Recommendations should be solicited from these sources as well as from other contractors/grantees operating in the country. Potential participants are to be given the USAID Medical Examination Form, 1383, Medical History and Examination for Foreign Applicants and advised to arrange for the examination.

NIS: The document is available from the USAID Mission or Representative in-country or from the local prime contractor office. It has been translated into Russian for the NIS countries, and the medical provider can complete it in Russian; however, the responsible contractor or grantee is responsible for having the doctor's comments translated into English.

Once the participant returns the document, the contractor needs to conduct a preliminary screen to eliminate participants with severe pre-existing conditions. Attached to this manual is a copy of Medical Fitness Standards for Applicants (Appendix, Attachment 23). This guide provides medical fitness standards in sufficient detail to ensure uniformity in the medical evaluation of applicants for training programs. The document provides instructions on its use in the introductory remarks.

After you have reviewed the Form 1383, it is to be sent to the prime contractor in-country for further review. If the prime contractor finds that there are no significant problems, it is forwarded by them to the USAID Mission in-country for signature. If the medical form is signed at the Mission, it will be returned to you. The medical exam form is to be retained in the participant's file.

CEE: The participant or contractor may get these forms from the local prime contractor. Translations are not available in CEE countries. Once the exam has taken place and the form completed, the participant is to return it to the prime contractor office where it is reviewed to determine if further action is necessary. If there are no pre-existing conditions, World Learning retains the medical certification in their files. They notify their Washington office that there is a medical examination on file.

Once a medical clearance has been processed and the individual deemed fit for training, the in-country contractor or grantee is responsible for sending written (e-mail, cable, or Fax) confirmation that a cleared medical form is on file in-country. The medical form does not have to be sent to the US unless it is to be cleared in the US The US contractor or grantee will notify the Center for Human Capacity Development that the signed medical form is on file by completing the Participant Data Form.

HIV/AIDS Cases
A person known to be HIV positive or to have AIDS must be identified to the U.S. Consular Officer, along with a justification why travel to the U.S. is in the USAID interest. The Consular Officer must cable the INS requesting approval for the person to enter the U.S., and cannot issue a J-1 visa without prior INS approval. A response normally takes 10 working days.

Waivers
There are occasions when the participant with a pre-existing condition is cleared for entry into the US Usually this will occur when it has been determined that the training for a particular individual is so important as to warrant the risk. In order to allow an individual with a serious pre-existing condition access

to USAID sponsored training, it is necessary for the cognizant USAID Mission Director (or designee) to clear on the medical form indicating that a waiver is granted. By doing this, the project officer is guaranteeing payment of medical claims arising from pre-existing conditions from project funds. In no case will the HAC program cover pre-existing conditions.

Executed medical waivers, including a copy of the medical examination (with English translation if in a foreign language), and a statement of the source of funds to cover possible waived claims, are forwarded to the Agency's Health and Accident Coverage (HAC) provider by the participant's sponsoring unit. **Prior to executing a waiver of HAC coverage for medical claims arising from pre-existing conditions, USAID missions or bureaus must ensure that either mission or bureau funds are available to pay such contingent claims, other medical insurance is available to cover such claims, or other third parties (e.g. the participant, family, or host government) are prepared to pay such claims.** The mission or bureau is responsible for arranging for the prompt payment of such claims if and when they arise. If the mission or bureau itself pays such claims, payment does not diminish any rights the mission or bureau may have to seek reimbursement from a third party.

Third Country Training

Missions are encouraged to use the prescribed medical examination form for third country training. However, as HAC does not cover such training except when incidental to United States training, the waiver procedure and cable notifying G/HCD that the completed form is on file are not employed.

Note

Mission policy may determine responsibility for payment of the medical exam costs according to local circumstances. Exam and ancillary costs (travel to place of examination) may be wholly or partially paid by the mission. This policy is to be documented in the Mission Training Order.

Samples

Appendix, Attachment 22 -- Medical History and Examination Form (English and Russian)

Appendix, Attachment 23 -- Medical Fitness Guide

CHAPTER 13: THE TRAINING PROVIDER

What

Identify the training provider, if not already indicated in the training plan or training request form, or if training is not being provided by the technical assistance contractor or grantee.

Why

It would appear that this is self explanatory; however, if a program of training has been outlined and no provider identified, it may be that a solicitation for services will have to be done. **USAID regulations allow individuals to be enrolled in programs which are advertised with specified training dates and unit costs without competition (including degree programs)**; **any other type of program will have to meet sole source criteria or be subject to a competitive bid process. These take time**.

How

If programs have to be designed, the organization responsible for placing the trainees needs to conduct an informal survey (bidding process) to identify an organization that can provide the best program at a competitive cost. If possible, three training providers should be contacted. The conversation with the training providers needs to be documented. Once the providers submit a bid, the material sections (training design and cost) of that bid need to be shared with the USAID project officer/SO Team. It is appropriate to recommend which program should be selected; however, unless otherwise instructed, the project officer makes the ultimate determination regarding who will present the training program. The rationale for selection must be documented by the USAID official making the program selection. This does not mean that the least expensive bid must be chosen; it means that the best program should be selected as long as the costs for that program are not substantially higher than the competition.

In the process of identifying a program, contractors must be aware that the Agency for International Development has a prescribed payment structure for participant allowances for all sponsored programs. The rates are reviewed and updated (as needed) every year. A copy of the current allowance policy is in the Appendix. Because each contract or grant includes a clause that the recipient of funds agrees to follow Agency training policies, it is very important that you arrange to obtain the most recent allowance rates when structuring a program. Failure to do so may result in an audit exception for which you will be responsible. Questions regarding the rates are directed to the Center for Human Capacity Development or to ENI/DGSR/HRDSR.

Info

Appendix, Attachments 2 - 9 **--** General information plus cost guidance.

Appendix, Attachment 19 **--** Historically Black Colleges and Universities (HBCUs)

CHAPTER 14: ESCORTS AND INTERPRETERS

What
Arrange for Escorts and/or Interpreters

Why
To maximize the learning process for those who have not taken or failed the English language test. An Interpreter is a requirement for non-English speaking groups or individuals.

How
It may be that the training program identified is being presented in the participant's native language or that the training organization has included information that they will be providing interpreters. If that is not the case or if you are providing the training program (an observational study tour for example), do not assume that making arrangements for interpreters or escorts is either easy or inexpensive. The difference between an escort and interpreter relates to the degree of precision in language skills and intensity of effort. The escort is expected to assist the participants with normal appointments and arrangements for living. The interpreter must either simultaneously or consecutively repeat word for word the information presented. Often there are participants in the groups who will understand English so poor interpretation is easily identified by the participant(s) and is one of the leading causes of poor program evaluations.

Ideally, classroom interpreting should be simultaneous, and the classroom either set up for interpreting (built-in equipment, interpreter booth, etc.) or equipment is brought in. Simultaneous interpreting done without equipment can be disconcerting for the lecturer. Consecutive interpretation can be successful, although it does slow the training considerably. Consecutive interpreting is well-suited to observation study tours. Because of the need to contain costs, contractors are to bid only the consecutive interpreting rate.

Here are some of the considerations:
1. Interpreting is a skill. Not all people who speak a language can interpret, especially at conferences and during classroom sessions.

2. The demand for Russian language interpreters is high; the availability of all other NIS language interpreters is limited.

3. The outcome of training where an interpreter is used depends, to a great deal, on the quality of the interpreter. Background, experience and reference checks are important.

4. There is no central marketplace for interpreters. The State Department has a roster but those interpreters are normally only available to other government agencies.

Interpreters rates must be negotiated for each program to the lowest possible rate. **Department of State rates for interpreter services are no longer to be used as the basis for establishing interpreter fees.**

6. Simultaneous interpretation is very strenuous. Generally an interpreter will not agree or be able to work a class or conference alone.

7. *An individual participating in the training activity* ***may not act as an interpreter for other participants.***

8. ***Interpreters may not accompany a group from the ENI or CEE country. This may be a violation of US labor laws.***

In evaluating training programs, USAID will look at the quality and background of the escort and interpreter services provided.

Possible Sources of Interpreters:

• Local college and university language departments -- talk to professors regarding best students and possibly the professors themselves. In other than major cities, the fees that can be paid to interpreters is very competitive with academic salaries and usually these people will be able to spare a day or two during the school year. They may be able to do longer term assignments during the summer months. Language students may be used as escorts but unless they are experienced, they should not be used as interpreters.

• Proprietary Language Schools

• Ethnic Associations

Remember, when using any of these sources, you must verify that the interpreter is able to understand the technical jargon used in the program.

CHAPTER 15: VISAS

What

Process the US Visa Documents

Why

If a foreign national is entering the US as a sponsored student and is receiving any funding from the US government he/she is <u>required to</u> enter on a J-1 Visa. The Immigration and Naturalization Service has delegated USIA the responsibility of managing the J-1 visa process. USIA further delegates some of the authorities to USAID; thus USAID must follow USIA regulations in order to retain the authority that we have. This means that, as an Agency and as Agency contractors and grantees, we may not pick and choose the circumstances under which a J-1 Visa is requested.

The B-1 nonimmigrant visa may be used for invitational travel. The B-1 visa is not designed for use by travelers to the US for purposes of receiving any sort of training, nor is it used for interpreters or escorts accompanying participant trainees from the host country, if they are paid from US sources including USAID.

Visa sponsorship cannot be transferred from USAID to any other sponsor. The sponsorship ends only when the individual leaves the US

It is important to determine early-on whether the participant has a passport. In these changing times, obtaining a passport may be a lengthy process and there may be no way to expedite processing within the host country government. The passport is not the only necessary document.

How

The required form for establishing a participant's eligibility for J-1 visa status is the IAP 66A visa application. This is a controlled/numbered form which is provided to USAID contractors and grantees by:

Agency for International Development
Center for Human Capacity Development
3.09-083 Ronald Reagan Building
Washington, D.C. 20523-3901

NIS: The IAP 66A is drafted by contractor personnel but may only be issued (signed) by a designated United States citizen. In some countries in the NIS, the USAID Missions will be responsible for signing the IAP 66A and in others the prime contractor project manager may have signature authority. In all NIS countries, the prime contractor is responsible for reviewing the IAP 66A prior to its submission to USAID; therefore, upon submission of the forms, you will be told whether it will be necessary to have USAID signatures. In addition, the ENI/DGSR/HRDSR staff and USAID's Center for Human Capacity Development, Program Operations and Support Staff may sign the IAP 66A. Once the IAP 66A is signed it will be returned to you.

You are to provide the completed and signed IAP 66A to the participant. The participant completes and signs the reverse side of the first copy of the IAP 66A. An application for a visa (FS-257A) is also completed and presented, along with the IAP 66A, to the Consular Office in the US Embassy in the host country. Normally, the applicant for the visa presents the documents to the Consular Office but it may be that the Consular Officer in-country would rather receive these applications by mail or messenger. This should be determined before starting any processing.

The first three copies of the IAP 66A are returned to the participant by the Consular Office along with his/her passport and J-1 visa for presentation by the participant to the US immigration officer on entering the US The last (blue) copy of the signed IAP 66A must be forwarded to the Center for Human Capacity Development where it is recorded in the official agency tracking system, <u>Participant Training Information System (PTIS).</u> If the participant is found admissible to the US, the immigration officer will note the authorized length of stay on the third (pink) copy of the IAP 66A and return it to the participant along with a form I-94 (Arrival/Departure Record). The participant should keep the pink copy of the IAP 66A and the I-94 in his/her passport at all times. If the participant will be in the US for more than one year, the visa will have to be extended. For extension procedures, see the chapter on Extensions and Transfers (page 49). **Extension visas may ONLY be signed by Center for Human Capacity Development staff.**

CEE: The local offices of the prime contractor have the IAP 66A forms. They will be completed and processed by the prime contractor upon receipt of a completed and signed training plan and medical clearance. The prime contractor will instruct the participants regarding the handling of the IAP66A and the I-94 forms.

Document Control: Because this is a controlled form, contractors/grantees/IAAs are required to complete an IAP66A Usage Report (AID 1384-1) and submit it at the close of each fiscal year.) In the CEE, the prime contractor will track the IAP 66A forms.

Monitoring: As part of the monitoring function, the programming agent must ensure that the student continues to have a valid visa if the participant did not receive an IAP66A valid for the entire program, and secure the necessary approvals to maintain a valid visa from G/HCD.

Restrictions:
Re-entry: Because you may be asked, you should know that participants may not apply for an immigrant visa or an H or L non-immigrant visa until a two years residency requirement is completed in their home country upon completion of their USAID-sponsored training. They may, however, apply for visitor visas or B-visas during the two year period referenced above.

Employment: Participants (holders of J-1 visas) are not allowed to be employed except in connection with an assistantship, on-the-job training, or practical training experience that is an integral part of the training program. Such employment is limited to 18 months and must be authorized by the sponsoring unit. When a salary or stipend is paid, the maintenance allowance is reduced by the net amount of salary or stipend paid.

Procedures for Exceptions to Employment Restrictions
Exceptions may be **approved by the sponsoring unit**, in accordance with the regulations of the US immigration and Naturalization Service (INS). With an approved exception, participants **may accept part-time employment (not to exceed 20 hours a week)** under the following conditions:

- employment is required by an urgent financial need which has arisen since the participant arrived. Financial need associated with having dependents in the US is not sufficient justification for employment.

- employment does not cause the participant to reduce preparation and studies below the full-time level;

- written approval is provided by the participant's sponsoring unit.

If a participant's program begins to be affected by the employment, the Contractor should notify the sponsoring unit immediately and take steps to have the participant discontinue the employment.

Samples

Appendix, Attachment 24 -- IAP 66A Sample and Instructions

Appendix, Attachment 25 -- IAP 66A Usage Report

CHAPTER 16: TRAVEL

What

It is USAID's normal policy that the cost of round-trip international travel and home country travel to and from the point of departure, including incidental costs, is paid by the host country or other non-USAID funding sources according to agreement.

If USAID does finance the travel (see waiver below), then certain rules apply.

• <u>All USAID-funded travel must be on US flag carriers</u> unless such carriers do not operate from a host country, in which case participants are to be transferred to a US flag carrier at the first practical exchange point. <u>Entry to and exit from the United States **MUST** be on US flag carriers.</u>

• Economy-class travel is to be used by <u>**ALL**</u> participants.

• Participants are allowed up to twenty-two pounds of excess accompanying baggage at the beginning and end of the training program (providing that the total weight does not exceed 140 pounds). Air freight shipments cannot be made in lieu of accompanying excess baggage allowance. US air carriers generally limit baggage on domestic flights to two checked items of 70 pounds each and one carry-on per passenger. USAID will not provide allowance for any excess to this amount.

• Participants are allowed layovers on scheduled flights in excess of 14 hours on a usually traveled route, including scheduled layovers of less than 8 hours. The layover must be not less than 12 hours nor more than 24 hours. The layover should be approximately midway in the journey and should be planned before departure and per diem provided. Participants taking the southern route across the Pacific should have a layover stop in Honolulu. Pacific travelers may also of necessity have a layover in a west coast city in addition to their stop in Honolulu. Layover in these US cities is covered under participant allowance guidance. Layovers for the purpose of rest are only permitted when travel is by the most direct route available.

• Participants should be scheduled to arrive at least two days prior to the beginning of the program if travel has exceeded eight hours or has crossed more than three time zones. Arrival should be planned on a regular workday.

• Per diem for a foreign layover may not exceed the Standard Government Travel Regulations. The cost of the layover should be included in the initial budget prepared by the programming agent.

• If scheduling results in an unanticipated layover not accommodated by the airline, the participant should fully document this layover and provide airline certification in order to claim reimbursement for unanticipated expenses.

• Participants are covered by the Health and Accident Coverage (HAC) Program only if the layover is part of the most direct route and is part of the planned travel.

• Any redeemable flight coupons received from an airline must, by law, be turned over to the US government or the contractor. The participant should release any excess baggage coupons or "faresaver coupons" to the program specialist or contractor for credit to USAID.

• If travel costs are shared, the US financed portion of an international trip must be arranged in accordance with USAID rules governing international travel.

• Costs of anticipated and necessary intracity or local travel are included in the participant's monthly maintenance allowance.

• Participants are to return home directly upon the conclusion of their programs without delays in the US, to meet the Return for Work Date set in the stakeholder compact.

Return Travel

When a participant returns home to his/her country for personal reasons, with or without USAID and host country approval, return to the United States or third country of training can only be financed by a non-USAID source.

When the participant goes home to his/her country in order to undertake Ph.D. research necessary for successful activity implementation, a round-trip air passage must be authorized by the contractor on justification of the research by the US or third country university and approval by the Mission Director. Support for such in-country expenses are to be provided by the host country, other non-USAID sources, or from funds held in the activity for this purpose.

When a participant is an undergraduate and unable to take classes during the summer vacation period and when the expense of maintaining the participant exceeds the cost of the round-trip international travel home and return to the United States or third country of training, the travel home may be paid at USAID expense. No maintenance is to be paid to the participant to support his/her stay in the home country.

Non-receipt of Return Ticket

Return ticketing is planned to coincide with the end of the training program. Maintenance allowance payments are to be discontinued during any delay resulting form non-receipt of the return ticket. In case of unavoidable delay in scheduling beyond the planned termination date, G/HCD will take the most cost-effective action.

Unused Air Tickets

Participants should be instructed during pre-departure orientation to report to their programming contractor agent when they:

- do not use a portion of an USAID-purchased ticket
- receive services of greater value than indicated
- do not complete originally scheduled travel
- will be in training one year or longer
- receive redeemable coupons from the airline

Why

Travel arrangements should be made fairly early in the process to ensure that all requirements for international travel can be met and to ensure that the participant can arrive in time to enroll in his/her program.

How

It is recommended that the contractor or grantee consult with the local representatives of US carriers to arrange ticketing and payment requirements. It may be that the ticket will have to arranged and prepaid from the US

NIS: It is likely that individuals coming from such places as Kazakhstan will have to transit in Moscow or Istanbul. As of this date there are no American carriers operating from Kazakhstan. In addition the contractor, grantee, IAA must determine whether the transit country requires a visa.

Airport transit or layovers may be familiar to western travelers, but it is unlikely that many NIS participants have traveled outside the NIS. It is suggested that detailed transit procedures be provided to each participant or arrangements for an expediter be made.

Waivers

Because the **"Fly America"** regulation is not a USAID regulation, but a US Government regulation, it **may not be waived** by USAID. Failure to use US carriers for paid transportation, may result in the contractor/grantee having to pay for the air travel. If the US government is not paying for the air travel, there are no prohibitions regarding air carriers.

The Mission Director may waive the requirement that travel be paid from other than USAID funds. This waiver can take the form of a general country waiver, an activity-specific waiver, or a waiver for an individual participant. The Mission should notify the cognizant regional assistant administrator and G/HCD of the waiver. Partial waivers of international travel costs may also be approved by the Mission Director. Mission travel waivers should be documented in the Mission Training Order.

The appropriate assistant administrator may authorize an activity-specific waiver for central or regionally funded activities when no general country waiver exists. The regional bureau will notify the missions affected by the waiver and G/HCD.

CHAPTER 17: CONDITIONS OF TRAINING FORM

What

Obtain Participant Signature on the Conditions of Training (USAID Form 1381-6).

The Conditions of the Training must specify: compliance with J-1 visa requirements to return home immediately upon program completion, agreement to repay training costs if the trainee, upon returning home, refuses any employment that was planned, not to purchase or drive an automobile while in the US without contractor concurrence, not to bring a spouse/other dependent to the US during the period of sponsored training without making necessary prior arrangements with the contractor for visa, health insurance and dependent support.

Why

The Conditions of Training form provides the participant with the basic rules which must be followed by the participant while in training e.g. abiding by US laws. It is a "contract" between the Agency for International Development and the trainee. Because this form covers most of the critical USAID rules and regulations relating to sponsored training, it is a useful review of requirements for contractors who are new to the training activity.

How

NIS: An English and Russian version are included in this manual. It may be duplicated or copied by the contractor, grantee, or IAA.

CEE: Use the English version of the form contained in this Manual. Copies may also be obtained from the in-country or US prime contractor.

Both: The trainee should be provided a copy and asked to read it carefully prior to signing and accepting the sponsored training. All contractors should be aware of the contents and be prepared to answer questions regarding the rules and regulations. Most of the answers to questions are contained in this Manual. Trainees should be provided a copy of the Conditions of Training and advised to review it from time to time. It is both appropriate and recommended that the project officer's signature be obtained on this form **prior** to providing the form to the trainee to sign as the major function of the form is to communicate requirements to trainees.

Please note that there has been a policy change in regard to medical costs incurred as a result of automobile accidents. Medical costs as a result of being involved in an automobile accident will be covered by HAC, but HAC will only supplement the automobile insurance coverage.

Sample

Appendix, Attachment 26 -- Conditions of Training Form (English and Russian)

CHAPTER 18: PRE-DEPARTURE ORIENTATION

What
Pre-departure Orientation

Why
Aside from the fact that the Agency requires some type of pre-departure orientation, it has been determined that individuals who are not provided some orientation prior to departing their countries evidence less satisfaction with their training. This can be attributed to higher levels of stress in having to deal with unfamiliar situations without preparation.

How
NIS: Pre-departure orientation can be provided by the contractor, grantee or IAA or an arrangement can be made to have other organizations conduct the orientation. The prime contractor may be willing to subcontract for these services.

CEE: The prime contractor conducts predeparture orientation sessions for all participants traveling from the CEE. The prime contractor will schedule the orientation as part of the in-country processing.

Regardless of the mechanism selected, the orientation should include:

Logistical information
Review of the content of the training activity.....what to expect
Review of the Conditions of Training
Information regarding US social customs
Information on expenses.....what to expect

Sample
Appendix, Attachment 13 is a comprehensive orientation program outline. It can be modified to suit the demands of the program.

CHAPTER 19: PRE-DEPARTURE FUNDS/ALLOWANCES

What

Issuing Pre-departure funds

Why

Contractors are asked to ensure that the trainees have some travel funds that are readily converted to cash, such as traveler's checks, which will suffice for the first day or two upon arrival. This will provide some time for the participant to receive and cash his/her any allowance checks.

NIS: This requirement will be almost impossible to meet in the ENI as there are insufficient dollars to accommodate the numbers of departing trainees. This means that trainees may be arriving with little or no money. This is a major problem if the scheduled arrival is on a Saturday or Sunday unless arrangements have been made with hotels to advance funds.

CEE: Availability of funds varies by country. Where US currency is available, the regular USAID rules apply. The prime contractor routinely provides each arriving participant with $150 in cash.

See Third Country Training chapter (pgs. 22 -- 23) for information on allowances for training in a third country.

How

Again, because of the differing circumstances in each country, it will be necessary for the contractor/grantee to make whatever arrangements that are possible. If US currency is available, you will be expected to provide the $150 in cash.

Whether funds are available or not, arrangements need to be made so that the participants have access to funds as soon as they arrive in the US. If your organization will be meeting the trainees, the first order of business should be to process and cash allowance checks, remembering to try to convert much of the money into traveler's checks. If another organization is meeting the trainee, purchasing money orders to be delivered on arrival will help get the program off to a good start.

Having your participants arrive on a weekday will also alleviate many problems. Thursday night or Friday morning arrivals not only allow time for dealing with money issues, but also provide the weekend for the participant to reorient. This does not mean that the weekend should be used for rest but that time can be devoted to less strenuous training activities such as orientation programs.

CHAPTER 20: PARTICIPANT DATA FORM

What
Completion of the Participant Data Form (PDF)

Why
Until TraiNET is fully operational, the PDF form will still be used. The **PDF** is potentially the most important document in the training process. It provides data for official Agency reports on training, Congressional inquiries, and program evaluation; **it initiates the enrollment of the participant in the HAC program as this is where the contractor or grantee records that a cleared medical is on file.** Because every PDF form has a unique number, this is the number assigned to the participant and is used for identification purposes.

The form requires such information as:

- Participant Name
- Sex
- Work environment
- Type of Training (academic or technical)
- Location of Training
- Training Provider
- Contractor information
- Visa status
- Program duration
- Medical examination information

All participants funded by USAID must be reported to the Center for Human Capacity Development in Washington, D.C. on the Participant Data Form. Electronic submission of PDF data is preferred whenever feasible.

How
NIS: Obtain the pre-numbered PDF forms from:
Agency for International Development
Center for Human Capacity Development
3.09-083 Ronald Reagan Building
Washington, D.C. 20523-3901

Because this document controls enrollment in the medical program, it should be completed as soon as possible after the exact arrival data of the participant has been determined. This will allow time for the processing of the medical identification card. This card is used when obtaining medical services and will greatly simplify everyone's life in case of a medical emergency.

Once the form is completed it is forwarded to the address on the reverse of the document. Instructions also appear on the reverse of the form regarding making payments for medical coverage.

If a participant fails to arrive and the document has been processed, one of the copies of the form is used to communicate that the program has been canceled. Unnumbered PDF forms are never to be used for initial data collection. They are used to record changes in a program and in this case the unique, original number is entered on the form.

The prime contractor completes the PDF form for TRANSIT-funded participants.

CEE: The prime contractor completes the PDF for all TRANSIT-funded participants as well as for other participants processed through its offices in the region.

Samples
Appendix, Attachment 27 -- PDF

Appendix, Attachment 14 -- PDF Completion Instructions

CHAPTER 21: PARTICIPANT ARRIVAL PROCEDURES

What

Arranging for Participant Arrival

Why

While there is no regulation that mandates meeting arriving participants, if possible someone should be at the airport to assist the participants in case they have difficulty. In addition, it is critical that arrival information be communicated to the participant prior to his/her arrival. This is especially important if there will be no one at the airport or if the participant does not speak English. US Airports are not as foreign-visitor friendly as those in many other countries.

How

Most participants will probably transit through New York's JFK airport, Washington Dulles, or Baltimore Washington International Airport. USAID-sponsored participants may be met at listed airports by USIA Reception Center personnel, who provide the following services upon prior arrangement:

- meet participants at the airport,
- facilitate clearance of participants through customs, public health and US Immigration,
- if necessary, make hotel arrangements at airport port of entry,
- assist participants in making onward flight connections.

To ensure that an arriving participant is met, the **Mission cables flight number and arrival time as soon as known, but <u>no less than 48 hours</u> before the scheduled arrival.** Cable should be addressed to:

SEC STATE WASH DC
USIA/ECA/IVC
Appropriate Reception Center (New York, Miami, Baltimore/Washington, Honolulu).

Arrival notices include the following information:

- complete name of trainee(s), nationality(ies),
- trainee port of departure,
- name of airline, flight number, scheduled date and time of arrival, port of entry,
- training site location, if different from port of entry,
- personal arrangements, if any, made by participant to be met at port of entry,
- whether or not protocol courtesies are desired (for ministerial rank include official title),
- contractor name, address/telephone.

This procedure does require the mission to send a cable so where mission presence is minimal, it may be that this procedure will be too burdensome for existing staff.

There are other organizations in the N.Y. area that will meet and assist participants...for a fee. Contact the Traveler's Aide organization at JFK for some suggestions.

Participants arriving in Washington may also be met representatives of the Meridian International Center for a fee.

When the participant arrives at the final destination, he/she should be met and escorted to his/her lodgings.

CHAPTER 22: HEALTH AND ACCIDENT COVERAGE (HAC)

What

ALL PARTICIPANTS WHOSE TRAINING IN THE US IS WHOLLY OR PARTIALLY FINANCED BY USAID ARE TO BE ENROLLED IN THE HEALTH AND ACCIDENT COVERAGE (HAC) PROGRAM. The HAC Program is a USAID self-funded program. The HAC program covers the usual, customary, and reasonable charges for required medical services with minor required co-payments. **IT IS ESSENTIAL THAT THE PARTICIPANT BE MADE AWARE OF PROCEDURES TO BE USED IN OBTAINING MEDICAL CARE AS ANY BILLING CONSIDERED UNREASONABLE WILL NOT BE FULLY REIMBURSED.** HAC coverage begins at the time the participant **leaves** his/her home country and continues until the moment of **return to the home country --** in both cases **by direct flight** without layovers greater than those required for airplane connections -- unless such coverage is terminated earlier by USAID.

If a part of the participant's training is in a third country, HAC coverage applies in that country provided that the duration of the training in the United States is greater than that in one or more third countries. HAC is not available for training wholly in one or more third countries or in the home country.

Limitations and exclusions are listed in the HAC brochure (copy in Appendix). Expenses incurred by participants for such non-covered services are the responsibility of the mission, host government, or participant. The most important information that should be known about the medical program is that **the cost of treatment for pre-existing conditions, whether identified during the predeparture examination or not or for which the cognizant USAID mission waived HAC coverage or is determined to be pre-existing by the medical review board, will not be borne by the HAC program.**

The HAC insurance administrator is **Acordia Healthcare Solutions, Inc**.

The main coverage elements of USAID's medical plan with Acordia Healthcare Solutions, Inc. are:

- Premium: $80 per trainee per month (or any portion of a month) for basic coverage
- Policy maximum: $50,000 per injury/sickness (basic coverage)
- Medical evacuation: covered expenses up to $50,000 maximum
- Repatriation of remains: covered expenses up to $7,500 maximum
- Copayment: $10 per injury/sickness.

Why

The HAC program exists to ensure that adequate medical coverage is provided for all USAID-finance participants.

How

Enrollment Participants are enrolled in HAC by electronic submission of the following documents to G/HCD:

A. Contractor or mission contact person for enrollment confirmation: name, e-mail address, telephone, fax number

B. USAID contract/grant number under which the trainee is funded, with contractor/grantee name, billing address

C. Trainee name as given on the IAP 66A; date of birth; country from which sponsored

D. Inclusive dates of training program, allowing for international travel from home country and return

E. Specify whether Plan A (basic coverage) or Plan B (total coverage) is requested

F. Confirmation that a Medical Certification is on file with the contractor/mission

G. If applicable, confirm that waiver of specific pre-existing condition is on file.

Enrollment for insurance coverage requires 5 work days' lead time, which means that once all documents are received, the HAC contract administrator issues, within 5 business days, the HAC identification card. The card is issued to the participant's programming officer for forwarding to the participant. The HAC card identification number, which should be used on all HAC transactions, corresponds to the participant's number on the PDF.

Under no circumstances is a participant to be enrolled in HAC twice. If there are changes in a program such as a program extension, it is essential to extend HAC coverage by submission of the revised PDF to G/HCD's Participant Training Information System (PTIS). The blue copy of the PDF, with the original participant number, should be used for these purposes. The original number assigned never changes.

The Prime Contractor should develop strong working relations directly with Acordia HealthCare Solutions Inc. Any issues that arise can be worked out by direct phone contact. The person to call is **Linda Ward, the USAID client representative, at (317) 387-5558**. Alternatively, the **Acordia Financial Specialist Connie Yi can be reached at (317) 297-6705**.

Last-minute enrollments can be phoned in to Acordia, provided there is still enough time to insure the participant(s) before they step on the plane. Contact Linda Ward at Acordia, giving the name, DOB, country and USAID contract number for the added participants. The rest of the information can follow.

Premiums

The HAC premium is $80. A program which begins and ends in the same month will cost $80 so planning is important. **Contractors will be billed by the health program administrator, Acordia Healthcare Solutions.**

Premium payments should not be made before receiving an invoice. Once the invoice is received, it must be paid on time (or call in if there is to be a legitimate payment delay). However, if the Prime Contractor enrolled trainees who did not ultimately travel to the US, and who appear on the invoice, the names should be crossed off the invoice and the net amount paid with the corrected invoice. A short note accompanying the net invoice payment listing those who did not travel will help clean out the billing.

If the invoice has left off trainees who were actually enrolled, they will probably be picked up on the following monthly invoice.

Mail payments with a copy of the invoice along with any accompanying information to:

Acordia Healthcare Solutions, Inc.
5451 W. Lakeview Parkway, S. Drive
Indianapolis, IN 46268-4115
ATTN: USAID Policy Administrator

Checks for HAC premiums should be made payable to: Acordia Healthcare Solutions

Questions are to be directed to:

Acordia Healthcare Solutions, Inc.
ATTN: HAC Program/Billing Department
5451 W. Lakeview Parkway, S. Drive
Indianapolis, IN 46268-4115

Questions regarding HAC coverage should be accompanied by correspondence indicating the following;
a. Participant's name
b. Participant Data Form (PDF) Number
c. Dates for the entire entitlement period

Refunds/Credits

Contact Acordia.

Double Coverage by Educational Institutions or Others

In some cases, USAID participants enrolled at an educational institution or other training site may also be covered by a mandatory health program sponsored by that institution with the cost included in tuition or as a separate mandatory fee. USAID contractors may pay the cost of the double coverage providing that the cost of such plan does not exceed that required of all other students or all other foreign students. Other coverage does not exempt USAID participants from the HAC Program, which is mandatory.

Participants with such double coverage are required to use the institution's insurance or health facilities to the maximum extent of coverage before employing the HAC program. The HAC contract administrator is required to ensure that claims submitted to HAC have first exhausted the coverage of the other plans. In the event the HAC program pays claims covered by such other plans, the HAC program will seek reimbursement from such plans pursuant to the Assignment and Subrogation Statement signed by the participant as part of the Conditions of Training.

A full description of HAC medical and dental coverage is described in the HAC brochure published by the HAC administrator. The HAC brochure should be consulted for specific coverage and exclusions.

Repatriation of Terminally Ill or Incapacitated Participants

Except as provided below, an USAID participant is repatriated to the country of origin whenever the participant is diagnosed as having a mental or physical disease or disorder which will unduly delay or prevent successful completion of the training program.

This requirement may be waived only with the concurrent approval of G/HCD/HETS, the cognizant mission director, and the cognizant central or regional bureau.

In cases of such diagnosis, HAC will cover medical costs only until the point of repatriation. If repatriation is delayed after diagnosis beyond the earliest time when repatriation is medically feasible, HAC coverage will terminate as of the date of initial feasibility.

Submission of Claims

The participant is ultimately responsible to ensure that all claims for medical services are submitted to the HAC contract administrator. Predeparture orientation meetings should clearly establish this responsibility, as well as explain the normal procedure for health insurance in the US: the medical provider will submit the claim to Acordia, minus the co-payment amount ($10 per medical incident or illness) which must be paid at the time medical services are rendered. The participant is responsible for assuring that this is done. HAC claim forms should be used; however, the universal claim form will be honored.

Each claim should include the participant’s name, full identification number as it appears on the HAC identification card, and signatures of the participant and the medical provider, a diagnosis, date of service, and the type of service provided.

All claims should be submitted within one year of the date that service was provided.

Info

Appendix, Attachment 28 — **Health and Accident Coverage** information

CHAPTER 23: CULTURAL AND ADMINISTRATIVE ORIENTATION

What

Providing Cultural and Administrative Orientation

Why

USAID policy states that the participant should have some type of cultural and administrative orientation to ease the transition to visiting and/or living in the United States. There is sufficient anecdotal information to support the contention that participants who are provided an orientation have a more successful training experience.

How

The contractor, grantee or IAA may elect to deliver an orientation program which covers both cultural and administrative information or the delivery of the material may be contracted to another group. In Washington, the Washington International Center provides an orientation program which may range from 1 - 5 days depending on the time and program needs. In other areas of the country, it may be possible to arrange for a program through the local affiliates of the National Council for International Visitors or the Returned Peace Corp Volunteers network. Major cities often have International Visitor Bureaus that could provide some assistance in either delivering or recommending an organization/individual to deliver an orientation program. The orientation should cover some of the same types of information that was provided during the pre-departure orientation (see Appendix Attachment 13) but with some hands-on exercises.

If the cultural orientation is not provided by the contractor, then some arrangement should be made for the contractor to do an administrative session as part of the overall orientation session to explain administrative details such as allowances, settling in arrangements, program expectations, etc. A face-to-face briefing is the ideal to minimize communication difficulties.

CHAPTER 24: PARTICIPANT TAXES

What
Participant Taxes

Why
Federal Tax Law

How
All participants whose programs are funded by USAID must file a tax return. Contractors must assign each participant to the appropriate Tax Category as far upstream in the nomination process as possible, and budget for income taxes accordingly.

1. **Category 1 — Pure Scholarship-Fellowship Academics**
Category 1 participants generally have a foreseeable federal tax liability. Category 1 participants are enrolled in an accredited degree-granting US academic institution, and they are either studying toward a degree or receiving training in a recognized occupation. These participants: (1) did not leave a permanent job in their home country; or (2) left a permanent job to obtain training for another job in a separate field; or (3) have a promise of a job upon completion of USAID-funded training and training is required for that job.

2. **Category 2 — Short-Term Job-Related Trainees**
Category 2 participants generally have no foreseeable federal tax liability. These participants are in training related to their home country employment, conducted at US academic institutions or at private and/or public sector training facilities. The duration of their job-related training is 12 months or fewer. Category 2 participants may rely on REV.RUL. 83-82 to document their away-from-home status. Category 2 Trainees pass all three parts of the "CLAIMED ABODE TEST", which permits IRC Section 162(a) deductions for away from home expenses incurred during training assignments not to exceed one year. Category 2 participants have no foreseeable federal tax liability because business related expenditures and personal maintenance expenditures are allowed as itemized deductions.

3. **Category 3 — Long-Term Job-Related Trainees**
Category 3 participants generally have a foreseeable federal tax liability. These participants are in training related to their home-country employment, conducted at US academic institutions or at private and/or public sector training facilities. The duration of the job related training is 12 months or more and is: (a) required by the home country employer for the participant to keep his/her present job; or (b) for the purpose of maintaining/improving skills for the present job. Category 3 participants generally have a foreseeable federal tax liability because only the qualified tuition and job-related expenditures are allowed as exclusions or itemized deductions.

4. **Category 4 — Non-Scholarship, Non Job-Related Trainees**
Category 4 participants generally have a foreseeable federal tax liability. These participants are not studying for a degree and do not meet any criterion for job-related status. As a practical matter, they are generally high school students or 4-H trainees. Generally, all of their support is taxable.

5. **Category 5 — Tax Treaty Country Trainees**
Category 5 participants generally have no foreseeable federal tax liability. These participants come from countries with tax treaties with the US may be exempt from payment of some or all taxes, but they are must file an informational return in order to claim the exemption. Existence of a treaty does not automatically ensure that the treaty applies to students, trainees, teachers, or researchers. Contractors, Missions, and Bureaus must read the treaties and specifically identify the article or section that applies to their participants.

Sometimes a Category 5 trainee will have a foreseeable federal tax liability. This will only occur if the participant's program exceeds the time limits on length of residency imposed by the treaty or the dollar limits on income imposed by the treaty.

AID-recipient countries with income tax treaties currently in force: **Hungary, Poland, Romania, Russian Federation, and Slovak Republic**.

Pending treaty countries: **Ukraine** (treaty been ratified by the US Senate and awaits exchange of instruments of ratification)

Treaty signed and awaiting US Senate approval: **Kazakhstan.**

Treaties under negotiation: **Armenia, Azerbaijan, Belarus, Kyrgyzstan and Uzbekistan.**

Contractors/grantees arranging training for ENI participants are responsible for familiarizing participants with current IRS regulations upon their arrival in the United States. Each participant is required to obtain a tax identification number. The prime contractors in the NIS and CEE can provide minimal advice on what procedures need to be followed. It is possible that some arrangements may be made with the prime contractors to handle much of the tax documentation; however, the prime contractors may not be held responsible for any errors or omissions relating to tax filing or payment. This is a responsibility that may not be delegated by the organization paying the participant costs or the participant him/herself. The tax orientation should include the signing of a W4 form and, if appropriate, a Tax Treaty Exclusion Statement. Becoming familiar with IRS requirements, procedures and responsibilities relating to US Income Tax and filing is the responsibility of the organization making payments to the participant.

Since it is USAID policy to pay participant income taxes on the income resulting from the official training program, project officers and contractors/grantees will have to budget for participant taxes in those cases where taxes are liable to be due. If withholding and/or tax payment is necessary, a line item in the budget must be created from which this money can be taken. Maintenance cannot be the source for withheld taxes. Since IRS documents and laws change from year to year, contractors are encouraged to remain current with IRS regulations regarding trainees.

Any fines, fees or interest levied against a contractor/grantee by the IRS for not following IRS regulations regarding filing, reporting, etc. cannot be paid from USAID funds. In addition, all fines, late fees and interest imposed on an Agency-funded participant due to negligence of the contractor/grantee or participant will be paid for by the contractor/grantee or participant from other than USAID funds.

USAID will not provide funding for participant income taxes in the following cases:

• USAID will not fund any tax, penalties, or interest associated with its contractors', grantees', or cooperative partners' failure to comply with federal, state, and/or local statutes and regulations governing the timely reporting, withholding, and/or payment of withholding tax on amounts of participants' US source income.

• USAID will not fund any tax, penalties, or interest for that period of time when participant trainees are in Non-Returnee status.

• USAID will not fund any tax , penalties, or interest on any sponsored trainees' amounts of income received from sources outside of the United States.

• USAID will not fund any tax , penalties, or interest on any sponsored trainees' amounts of income received from non-USAID sources, except as allowed pursuant to required assistantships, required paid internships, and required on-the-job training.

• USAID will not fund any tax , penalties, or interest for participants who return to the US after completion of their USAID-sponsored training and incur retroactive tax liabilities for the time spent under USAID sponsorship.

Sample

Appendix, Attachment 15 -- Tax Calculation Worksheet

CHAPTER 25: MONITORING

What

Monitoring of ENI participants

Why

By maintaining regular contact with participants in training, the contractor will be alerted to situations which may potentially turn into major problems. Regular contact with the participants also contributes to their sense of security.

How

At a minimum, monitoring should include assurances that:

- The participant has arrived and settled into appropriate living quarters.
- The training program meets the requirements of the mission's Training Implementation Plan.
- The participant is enrolled in a full course of study if in an academic program or is regularly attending scheduled activities and/or sessions of a technical program.
- Adequate levels of achievement are being met.
- No serious personal/health problems develop that will impair the successful program completion.
- Departure arrangements are made upon completion or termination of the program, and the appropriate USAID mission is informed of the arrangements.

Contractors with large numbers of participants who are widely dispersed, may want to consider investing in an 800 number for trainees to use when they have problems. This is most useful in dealing with academic trainees. Most technical program managers stay in regular contact with the training provider for the program and can be alerted through that channel if there are problems; however, a personal call to the participant in a longer term technical program is a good idea.

When working with groups where English is not the spoken language, it might be useful to have the group designate a spokesperson who can be contacted for reports from all the participants.

In addition to this informal contact, academic and long term technical (over 5 months) program progress is also documented on the Academic Enrollment and Term Report (AETR)-(AID 1380 - 69) at the end of each term. The academic participant is responsible for ensuring that the document is completed by the appropriate people. Contractors are authorized to withhold allowance payments if the AETR is not returned in a timely manner. Once this report has been completed, it is sent to the cognizant project officer for review and, depending on the contents, possible action.

There is no form for monitoring progress for short term technical programs, but contractors, grantees, IAAs are encouraged to document progress for their records, external audits and evaluations.

Counseling is the **responsibility of the contractor/ grantee** who arranged the training program. If the problem is of sufficient seriousness as to jeopardize program objectives or violates USAID policies, G/HCD must be advised of the problem.

Samples

Appendix, Attachment 16 -- USAID Participant Emergency Contact Information

Appendix, Attachment 17 -- ENI Training Projects -- Technical Candidate Track Sheet

Appendix, Attachment 18 -- ENI Training Projects -- Academic Candidate Track Sheet

Appendix, Attachment 29 -- AETR

CHAPTER 26: OTHER ISSUES THAT MAY ARISE DURING THE COURSE OF THE TRAINING PROGRAM

What--

DEPENDENTS: Missions are authorized to establish policies on both spousal training and dependent travel. It has been general Bureau policy that dependents may not accompany participants.

Why

The primary reason for the strict dependent policy is that the majority of training provided for ENI participants is of a short-term nature and, for the NIS, is done in groups. Not only is it difficult for the trainees to adjust to a new living situation, a new culture, and learn at the same time but it is also a severe strain on those arranging programs. In addition, because of the limited funds available for development, no monies are provided for dependents. Some trainees believe that they can support their families on the stipend provided for their living expenses but this will result in them living in poverty conditions. Trainees who bring dependents to the US without obtaining permission, may be terminated from the program.

How

Under extreme circumstances, exceptions to this policy may be granted if the following criteria are met, and permission has been given by the cognizant mission official.

• Dependents of participants receive a J-2 visa.

• USAID has no obligation to pay for accompanying family members or to provide any financial or material support. The mission may provide partial or total financial support for participants' dependents engaged in an approved spousal training program. This decision is a matter of mission policy.

• If USAID does not pay for the dependents, the participant should demonstrate adequate financial resources in addition to the USAID maintenance allowance, to support his/her dependents. Participants may not accept employment in the US for the purpose of dependent support. Participants and/or their dependents are not eligible for public welfare assistance to supplement the participant's financial resources and maintenance allowance. Proof of adequate financial resources should cover <u>all</u> expenses for dependent(s), including advance purchase of a non-refundable round-trip ticket. Proof of the availability of adequate financial resources in the US or the third country of training should be provided prior to issuance of a duplicate participant IAP 66A for obtaining the J-2 visa for the dependents.

• The participant should also demonstrate proof of adequate medical insurance coverage. This coverage should include maternity coverage if appropriate.

All of this information is to be provided to the contractor on a <u>Dependent Certification (AID 1380 - 5)</u> for review and then, if the contractor has no objections, it is to be routed to the project officer. If the project officer is satisfied, he/she initiates or instructs the in-country contractor representative to initiate a J-2 visa request.

The participant's training program may be terminated if the financial support or insurance requirements are not met or if dependent problems jeopardize the training progress or well-being of the participant.

Note: In 1990 an estimate was constructed regarding how much money would be required to support different family sizes in different areas of the country. In order to arrive at some reasonable figure, the contents of that chart can be inflated by 3 - 4% beginning in 1990 to arrive at a figure for today.

Sample

Appendix, Attachment 30 -- Dependent Certification Forms

What--

SPOUSAL TRAINING: It is up to the USAID Mission to determine whether funding will be made available for spousal training. At this time, spousal training is not part of the ENI program.

If the decision is made to approve spousal training, only the tuition costs and taxes related to the tuition are to be covered from USAID funds.

The decision to support spousal training is to be documented in the Mission Training Order and communicated to the bureau training office.

What---

PROGRAM TERMINATION

Why

The termination of USAID sponsorship will occur as a result of:

a. normal on-schedule completion of program;
b. successful early completion of academic or technical training;
c. voluntary action by the participant;
d. expiration of activity completion date;
e. lack of funds;
f. overwhelming mission/host country need for participant to return to home country.

Early termination may occur as a result of:

a. failure in the academic or technical program;
b. failure to carry a full course load or laboratory schedule as prescribed by the academic or training institution;
c. failure to pursue the practical training component of the program;
d. health problems which materially interfere with the training program;
e. conduct contrary to the laws of the country of training;
f. bringing dependents to the country of training without prior approval
g. employment in the United States or country of training without prior USAID approval.
h. failure to abide by the commitments in the Conditions of Training or to comply with other requirements specified in ADS 253.

How

The procedure for termination, and departure from the US or country of training, is as follows:

a) Prior to termination, the contractor or the third country training institution informs the activity manager of the program completion date.

b) The contractor or the responsible party for third country training completes the Participant Data Form (PDF) l38l-4 and forwards it to G/HCD within thirty days of the termination.

c) Final allowances are provided as appropriate, including professional society membership and book shipping allowance.

d) If applicable, the participant completes a program evaluation form for the designated programming agent.

e) The contractor communicates, in writing, with the participant outlining travel and ticket arrangements.

f) The contractor cables the mission with the estimated time of arrival (ETA) and flight information.

g) The mission cables G/HCD, the activity manager and the designated programming agent confirming the participant's return or notifies the above of the participant's non-return.

h) If upon termination, the participant fails to report to the designated programming agent or fails to return to the home country, the contractor should inform G/HCD of all circumstances and proceed as outlined with respect to non-returnees.

When the program of an USAID-sponsored participant is terminated due to his/her poor performance in the program, misconduct or unlawful or prejudicial conduct in the United States, the contractor is to inform the G/HCD of the problem(s) involving the participant. Together the counselor and contractor can coordinate the program termination. The G/HCD visa officer is also to be informed. In cases of training in a third country, the receiving mission and/or third country training institution are to provide an explanation of the cause for termination. In cases of early program termination involving sensitive personal information that could negatively affect the participant's future, the use of official Department of State/USAID communications facilities and the classification "Sensitive but Unclassified" should be considered.

When the mission and activity manager have been advised of the early termination, the designated programming agent, the receiving mission or the third country training institution then follows the procedures established previously for a routine termination and departure.

What---

PROGRAM EXTENSIONS, FOLLOW-ON TRAINING-US AND TRANSFERS: Program extensions are prohibited unless there is a clear and compelling justification for continued training.

Why

The objective of development training is to benefit the host country. By prolonging training programs, the benefit to the host country is delayed. There is also the real danger the participant will lose total touch with the home country if the training program is extended.

How

If there is documented evidence that a program needs to be extended because of **circumstances beyond the control** of the participant, the participant must obtain a written statement from his/her sponsor (normally the employer) that indicates precisely why an extension is desired, together with a written commitment that the participant will return home at the end of the approved extension and that the employer will guarantee the participant a job. This material is to be presented to the project officer who will determine if the need is valid and if sufficient resources exist to grant the extension. If the extension is granted, a PDF modification must be prepared showing the new termination date. In addition, the visa dates must agree with the new termination date. If the visa expires prior to the new termination date, HCD must be contacted and a visa extension requested.

Follow-on training-US

Follow-on academic training refers to circumstances in which the original time period or degree objective is amended to enable the participant:

1) to obtain a first degree when the original program was for less than a degree, or
2) to obtain a second degree, or
3) to conduct advanced post-degree research or other work, or
4) to enable a participant, while in good academic status, to complete the original degree program if the funding is exhausted or the activity completion date is exceeded. In this case, an alternative source of funding would be required.

Note: Follow-on academic training is not to be confused with follow-on activities in-country for returnees. See Follow-on Section in this manual.

Post-training follow-on activities to be of value are congruent with the strategic objective under which the related training activities themselves are registered, and should be approved by the Mission Director or designee.

Regardless of whether the follow-on training will be financed wholly or partially by USAID, the sponsoring mission decides whether to approve the extension or follow-on training prior to the completion of the USAID-funded training. If the follow-on program includes a second degree not envisaged in the original program, G/HCD concurrence is obtained in advance. Conversion to follow-on study status must be completed within 30 days after termination of the original USAID-financed training to avoid violation of visa status and possible Immigration and Naturalization Service action requiring the individual to leave the United States.

The severe limitations on extending a J-1 visa should be taken into account when considering the approval of follow-on training.

What---

NON-RETURNEES: A trainee becomes a non-returnee upon exceeding the date agreed to by all parties in the stakeholder compact/conditions of training. The date may be: the date determined for the participant to return to work; the date of departure form the US on the IAP 66A Form, allowing for travel time home; or the agreed-to date of a formal meeting between the returnee and the USAID Mission or in-country contractor.

Why

Non-returnee rates vary. While customarily low in percentage terms, they still represent a serious, constant issue.

How

Non-returnees will be monitored through TraiNET to assure cost-effectiveness of all training investments. The mission or contractor must notify G/HCD/HETS as soon as a participant is classified as a non-returnee. For those participants who are determined to still be in the US, contractors and G/HCD/HETS will advise the I.N.S regarding the non-returnee status.

What---

PARTICIPANT LEGAL ISSUES: In case of arrest, the sponsoring unit or its contractor/partner/grantee must notify G/HCD immediately and in writing, regardless of the circumstances. Neither USAID nor the trainee's monitoring agent must aid or abet the participant's departure from the U.S. prior to the date of trial. If a participant must remain past the anticipated return date for reasons related to arrest and trial, financial arrangements must be put in place to provide appropriate accommodations until the participant's trial is over and a final legal determination rendered by the court.

Any legal fees incurred by or on behalf of individual participant trainees in connection with their legal status or behavior while in the status of USAID-sponsored trainee are not allowable costs for USAID payment or reimbursement, unless a request for such legal counsel and resulting fees was initiated by USAID/G/HCD directly.

CHAPTER 27: PROGRAM EVALUATION

What

Arrange for or conduct Program Evaluation

Why

Evaluation planning is an integral part of the initial strategic objectives development process. Objectives need to be clearly defined for every activity with performance measures clearly identified. These performance measures must relate to ultimate achievement of the Strategic Objective. With this conceptual clarity at the design stage, program evaluation can be straightforward. Without adequate design work, post-program evaluation is extremely difficult. This point cannot be overemphasized -- evaluation at the program and strategic objective levels is directly dependent on having clearly defined objectives at all levels.

Previously, evaluation of training programs has been at the level of the individual trainee or at the activity level, usually emphasizing management issues or participant satisfaction. The intent of the revised USAID policies in all areas, including training, is that evaluation should focus on results at the strategic level rather than at the individual or activity level.

This does not mean that providers should ignore participant evaluations of their programs nor does it mean that program implementation issues are not important. It means that evaluation does not end until an assessment of impact is done and the affects of training measured in relationship to the achievement of mission strategic objectives.

With this in mind, any training evaluation done at the activity level should focus on:

1. Whether the training identified was appropriate given the students'/sponsors' goals and objectives

2. Whether the students thought the training was worthwhile in light of the ultimate objectives (this presumes that they have been advised of the role of the specific training program in meeting strategic objectives).

3. Whether the conduct of the training program and the administration of the program were satisfactory and did not detract from the learning/teaching process.

How

To do an adequate job in conducting or preparing for an evaluation, the following are the critical steps:

1. Establish and document training goals and objectives for each program/participant (with an eye toward the strategic objectives). This means that you identify skills and/or knowledge to be acquired as part of the program. Use a self developed form or the PIO/P to detail this information.

2. Ensure that the participant understands the objectives of the program...to prepare him or her to perform some specific function which support the achievement of the specific strategic objective.

3. Administer a post program evaluation which can be validated in a future evaluation...questions regarding planned utilization of skills are very important.

4. If possible, contact all or a sample of participants and employers within a 6 month period of return to identify any changes that have occurred which may be related to the training activity and to determine if the results affect the strategic objectives.

5. Provide copies of individual reports and a summary of reports to the appropriate project officer within a month of the collection of the evaluations.

Evaluation objectives can include:

1. Mission program accountability: basic information to maintain activity record (number or participants, total cost, cost per training month, number of non-returnees, areas of study, employment status of returnees). Purpose is to provide clear record of public expenditures.

2. Training process and management: detailed information as well as feedback from the participants about the program. Provide useful information to improve the management of the program during implementation. Issues include: adequacy of selection and orientation procedures, training plans and placement, monitoring, follow-on programs, and the efficacy of training management.

3. Actual vs. planned accomplishments: critical

accomplishment is the degree of utilization of the new skills for the specific purposes intended. Much more difficult than counting the number of people trained.

4. Impact of training: long term impact evaluations follow participants after their return to measure the impact of the training on the society. Possible levels would include: learning outcomes, skill utilization, impact on participant career, changes in participant productivity (achievements), changes in organizational performance (office level and overall), sector level impact, and national level impact.

Other Information

USAID may conduct independent evaluations addressing the processes and outcomes; however these are not to be used in lieu of contractor administered evaluations. All evaluation documents will be used to ultimately determine if the project is/was successful in achieving the larger development goals.

CHAPTER 28: PARTICIPANT FOLLOW-ON AND REINTEGRATION

What
Reintegration and Post-training activities

Why
USAID experience has demonstrated that reintegraion requires time and some level of support, and policy now requires that the training programs address the critical needs for post-program support and periodic monitoring. The Training Program Manager in each country is responsible for preparing an annual follow-on report detailing the support services and activities provided to returned participants.

To determine whether training resulted in the achievement of the desired development objectives, there needs to be sufficient time for the participant to "try on" his/her new skills and knowledge. This means that participants should return at least 6 months before the scheduled activity completion date. Once back in the country, follow-on activities for selected returnees can be critical in assisting them to successfully reintegrate and utilize knowledge gained. Follow-on activities can also assist in sustaining US-ENI human and institutional linkages developed while receiving training in the US.

How
Depending on the requirements of y our contract, you may be asked to develop a program of activities to assist in reinforcing the training program and in sustaining linkages. If this is the case, consideration should be given to the following steps/activities:

- Award Ceremonies in country and presentation of certificates
- Returnee as in-house trainer or resource person
- In-country conferences, seminars, workshops with or without guest speakers to discuss lessons learned, implementation schemes, reentry problems, etc
- Publication of newsletters, assisting with developing journal articles
- Creation of alumni associations and/or professional groups
- Formation of a library -- technical journals, video and audio tapes
- Language brush-up programs
- Speakers Bureau
- Computer linkages
- Use of returned participants to orient new participants

More Information
Appendix, Attachment 20 -- A Guide to Conducting Follow-on

SECTION B

CHAPTER 29: APPENDIX -- ATTACHMENTS

* Refer to hard copy of the Manual for Attachments 21-30.

ATTACHMENT 1

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❶ The average duration of a USAID-sponsored non-academic program (worldwide) is about 6 weeks.

❷ The average duration of a USAID-sponsored non-academic program for the NIS is about 4 weeks.

❸ The average duration of a USAID-sponsored non-academic program for CEE is about 6 weeks.

❹ Tuition for scheduled classroom programs (known as off the shelf programs) ranges from $800 to $1,500 per week depending on the competition for the program and its complexity.

❺ If the classroom programs does not include observations/field trips, it is possible to make these arrangements before or after the classroom component.

❻ Tuition reductions are **possible** if several people are signed up for the same class.

❼ Costs for developing tailored classroom training programs are prohibitive unless there is to be an on-going need for the course or unless there are no options. In the case of multiple programs, the development costs can be amortized over a large number of students. This means, for example, if tailored classroom training in the management of waste water treatment plants is desired and no such course is available, it might cost as much as $50,000 - $75,000 to design such a course (depending on length, etc.) The reason for the cost is that someone has to write the material, field test the program, prepare all of the course materials for the students and deliver the final training program.

❽ Internships and on-the-job training can normally be arranged with organizations that charge little or no fee. The major cost for these kinds of programs is the administrative fee necessary to make the arrangements. It will take a minimum of 4 - 6 months lead time to arrange any long term internship. The time relates to identifying organizations that will participate. Generally, organizations don't want to have trainees on the premises for more than 2 - 3 months. And it is likely that the individual will not be assigned to one department so this takes considerable coordination. **There is never a guarantee that an internship opportunity will be found.**

❾ While there are thousands of short term training programs available in the United States, many are not geared nor are they suitable for an international audience. Some longer term executive development programs are designed for people who can not be away from their jobs for a prolonged period so an initial 4 - 5 week session is offered augmented by monthly weekend meetings. Before identifying a program based on brochures received, it is wise to inquire whether the program is really suited to an international audience.

❿ Some programs offered in English may allow non-English speaking participants with interpreters. It doesn't hurt to inquire. Also it might be possible to "buy" an off the shelf program to be delivered to an audience of non-English speakers through interpreters.

Good **technical training program information** is more difficult to obtain than academic information. While there are thousands of programs, the cost of compiling, editing, and publishing a document which changes dramatically each year has resulted in a few directories costing hundreds of dollars each. In addition, the vast majority of technical and short-term programs are geared to a US audience so purchasing an expensive directory would not be wise.

Institutions with programs geared to an international audience generally share that information with programming agencies. The programming agencies will review the materials and share information on suitable programs with USAID posts throughout the world. Missions also receive announcements and brochures directly from training institutions on a regular basis. The prime contractors in NIS and CEE will collect this information and make it available for review

Many **US colleges and universities** conduct short-term programs as part of their regular and continuing education programs and are most willing to send announcements directly to interested organizations. The best way to determine whether programs are available through a particular institution is to write to the institution directing the inquiry to the International Programs Office.

Almost all **public US universities** offer short-term programs and many have special programs for an international audience. This is especially true in the field of agriculture and health. It is likely that there is a public college or university located in an area with similar climate to that of the participant and further that this institution will offer programs of interest to the participants.

Certain **private universities** are also very active in international work. They tend to large, well known institutions. Most private institutions do not do work in agriculture.

Historically Black Colleges and Universities (HBCUs) are a good source of short term technical training, especially in the areas of health and agriculture. See Attachment 19 for information on HBCUs.

The **US Office of Personnel Management** publishes a directory of courses each year which are usually open to foreign government employees. Again, most of these programs are not for an international audience but because they are for US government workers, much of the material applies, even in an international setting. OPM has senior management and executive development programs which are considered excellent.

Finally, with the advent of the **Internet**, communicating with institutions regarding course offerings has become relatively simple and may be accomplished quickly from all parts of the world. It is probably safe to say that all colleges and universities have Web sites and have mechanisms in place to accommodate inquiries.

ATTACHMENT 4

Types of Academic Institutions

In the United States, there are the following types of academic institutions:

The Community or Junior College

These institutions are authorized to award an Associate of Arts (AA) degree. This is a two year, post high school degree. There are a number of occupations which utilize this level of training -- electronics technician, teacher's aide. The community colleges also offer a curriculum which is parallel to the first two years of a four year college or university. Many US students choose to spend their first two years at a community college before entering a four year school. In some cases, this is an economic choice as the community college is a less expensive educational option. In many states, there are agreements between the community college system and the state college system which requires that the state college accept the community college student at the end of the two year period. Normally, the transfer requirements are less rigid than the initial entrance requirements for the four year school. The community college is normally more oriented towards vocational education than the four year school and provides curricula which meet the needs of local businesses. The community college will often offer certificate programs which are tailored to specific occupational or business needs. It is possible to negotiate with community colleges to design and deliver tailored certificate programs in such areas as waste management, industrial management, health specialties, agribusiness, etc. Because of its relationship to a local community, it is also possible to arrange internships and on-the-job training experiences through the community college.

Admission to the community college is less competitive than to the four year colleges and universities. Normally only evidence of graduation from a secondary school is required. In some cases, if the candidate demonstrates maturity and job success, secondary school graduation may not be required. TOEFL admission scores are also lower with most requiring a 450 rather than 500. With a 450 TOEFL, remedial language training will be required. There are over 1,200 such institutions in the United States.

Four year public and private colleges

This category of institution may be authorized to award the Associate Degree and is authorized to award the Bachelor’s Degree.

The range of disciplines is limited only by the budget and available professors/instructors. These institutions may also offer certificate programs in a variety of fields.

The distinction between public and private colleges relates only to source of funding. The quality of both types of institutions vary.

Because of the emphasis on undergraduate education, these institutions are generally oriented more toward education rather than research.

Graduate Degree granting universities - public and private

This category of institution may be authorized to award the Associate Degree and is generally authorized to award the Bachelor’s Degree. It is distinguished from the college because it is also entitled to award the Master’s Degree and may be entitled to award the Doctorate Degree. Some graduate degree granting institutions have limited graduate curricula.

Because graduate studies are included in the course offerings, these institutions usually have more of a research orientation. Universities tend, on average, to be more expensive than colleges.

ATTACHMENT 5

There are a number of reference documents which provide an overview of academic programs and institutions in the United States.

A very useful, inexpensive listing of undergraduate and graduate schools with basic entrance requirement information is The College Board's International Student Handbook of US Colleges. The institutions are listed according to the state in which they reside. Graduate and undergraduate listings are separate. The information provided for each school is as follows:

- Name
- Public or Private School
- Degrees which can be granted
- Total student population
- Total foreign student population
- Tests required (TOEFL, SAT, GRE, GMAT)
- TOEFL minimums
- Application deadline
- Costs
- Student services
  - Foreign Student Advisor
  - Orientation
  - English Language Program
  - Summer Housing

The International Student Handbook of US Colleges can be ordered from:

College Board Publications
2 College Way
Forrester Center, WV 25438
Telephone #: 001-212-713-8000 OR 1-800-323-7155
Fax #: 001-212-713-8143

Other resource materials which are more detailed are the Peterson's Guides to US Colleges and Universities, Baron Guides, Lovejoy Guide and other College Board publications. Peterson's Guides are in a six volume set with special volumes on graduate programs. All of the books will provide information on the majors offered at each institution as well as information on the location of the schools and special programs.

It may be possible to find these guides in the United States Information Service Library located at the US Embassy. The Academy for Educational Development may also have copies of some of these documents.

Once a school has been identified, the catalogue can be ordered. Some schools send the catalogues at no charge. It is best to send a post card with a return address. If there is a charge, the school will send a note advising of the cost and process.

See Attachment 19 for information on Historically Black Colleges and Universities (HBCUs)/Hispanic Serving Institutions (HSIs).

Consider using the Internet for communications. Often the school catalog will be available on-line.

ATTACHMENT 6

A variety of tests are required for entrance into most US institutions of higher learning. The following material explains the purpose of the tests, descriptions of the tests, and explanations of their scores.

The Scholastic Aptitude Test
For undergraduate admission, many schools require the Scholastic Aptitude Test (SAT). Some accept the American College Testing Assessment (ACT), and some require Achievement Tests in addition to the SAT.

The Scholastic Aptitude Test (SAT) allows admissions officers at colleges and universities to compare the preparation and ability of students. It is composed of six sections: two verbal and two mathematical; Test of Standard Written English (TSWE), which measures a student's ability to recognize and use standard written English; and a 30 minute section of equating questions. Answers for this last section do not count toward the score.

All questions are multiple choice, and the test is scored by computer. The test lasts three hours (30 minutes for each section).

Verbal Sections
The verbal sections include the following types of questions:

- Antonyms
- Analogies
- Sentence Completions
- Reading Comprehension

Mathematical Sections
Questions are designed for students who have had at least a year of algebra and some geometry.

Test of Standard Written English (TSWE)
Usage Questions: These concentrate on the use of basic grammar, sentence structure, and word choice.

Sentence Completion Questions: These are sentences in which a phrase is underlined. Examinees are asked to choose the correct phrase to replace it, or to leave it as it is.

Scores
SAT scores are based on the number of correct responses minus a fraction of the number of incorrect responses. The range of scores for the verbal and mathematical sections is from 200 to 800. A perfect total score would be 1600. There are no set passing or failing scores. Each school determines its own requirements.

The American College Testing Assessment (ACT)
The ACT attempts to measure a student's skills in four major areas: English, mathematics, social studies, and natural sciences. Each test contains multiple choice questions. The SAT is more commonly required.

The Achievement Tests
The College Board Achievement Tests (CBAT) measure a student's skills in specific subject areas. Fourteen tests are offered in thirteen subjects within the following five areas: English, foreign languages, history & social

studies,

mathematics, and sciences. These tests are usually only required by more selective schools. Scores may be used not only for entrance, but for placement of students once they have entered the institution.

Each of the achievement tests take one hour of testing time. They are all multiple choice, except for the English Composition Test, which consists of a 20 minute essay in addition to the 40 minute multiple choice questions.

Scores
Scores are based on the number of correct answers minus a fraction of the number of incorrect answers. The range of scores is the same as for the SAT, from 200 to 800. Again, each school determines the scores they require for admission.

The Graduate Record Examination (GRE)
The GRE is used by graduate programs in colleges and universities. Coupled with a student's undergraduate record, it helps the school to determine a student's potential for graduate study. There is a General Test, and Subject Tests. Subject Tests are not required as often as the General Test.

The GRE General Test is designed to measure verbal, quantitative, and analytical ability. It consists of seven 30 minute sections, one of which is experimental and not scored. The examinee is not told which section is experimental. The test is 3 hours and 30 minutes long.

Verbal Sections
Antonyms
Analogies
Sentence Completion
Reading Comprehension

Quantitative Sections
These questions consist of two types of problems: quantitative comparisons (comparing the sizes of two quantities) and problem solving.

Analytical Ability Section
Questions generally consist of logical reasoning and analytical reasoning situations in which examines use logic to analyze situations and draw conclusions.

Scores
Scores are based on the number of correct answers given. The range is from 200 to 800, with separate scores for each type of section. A perfect total score would be 2400. Again, each school determines the score it requires for admission.

GRE Subject Tests
Each test is designed for students who majored in the subject as undergraduates. There are 17 tests available. Tests are multiple choice, and last 2 hours and 50 minutes. Scores are based on the number of correct answers minus a fraction of the number of incorrect answers.

The Graduate Management Admission Test (GMAT)
The GMAT is a measure of verbal and mathematical skills of students applying to graduate programs of business. It is required for admission to most graduate business programs, and to all programs accredited by the American Assembly of Collegiate Schools of Business. The test lasts four hours and consists of eight separately timed

sections.

ATTACHMENT 6

The GMAT is a multiple choice exam, and consists of the following six different kinds of questions:

Problem Solving:	Verbal descriptions of mathematical problems to be solved.
Data Sufficiency:	Problems with a question and two statements. One must determine how many of the statements are needed to answer the question.
Reading Comprehension:	Short passages on the humanities, social sciences, physical science, and biology are provided. One must answer questions on the passages.
Analysis of Situations:	Passages describing situations are provided, including alternative decisions. Considerations are then classified to answer the question.
Sentence Correction:	Sentences with phrases underlined are provided. One must determine which, if any, of provided phrases best complete the sentences.
Critical Reasoning:	The student must be able to construct arguments, evaluate arguments, and formulate plans of actions.

Scores
Scores are based on the number of correct answers minus a fraction of the incorrect answers. Scores range from 200 to 800; the verbal and quantitative scores range from 0 to 60. Each of the three GMAT scores has a percentile rank, which indicates the percentage of the examines who scored lower than the examinee and is based on the scores of all GMAT examines for the most recent three year period. Each school determines the score that is required. Normally, at least 450 is needed for international students. Graduate students are often required to take the Graduate Record Exam (GRE). Almost all professionally accredited Business programs require the Graduate Management Admission Test (GMAT).

COURSE PROCES

Week #	Activity	Responsible Office
1	Approved training request forwarded to Prime Contractor main office. Preliminary data entered into Field Office data base (TraiNET).	Prime Contractor Field Office
	Training request received from Field Office. Copy of training request forwarded to ENI. Training request assigned to Training Specialist and Home Office data entered into data base. Training Specialist research begins.	Prime Contractor Headquarters Office
	Course Outline translated. Copies of English and translated versions sent to satellite offices (if applicable).	Prime Contractor Field Offices
2	Training Specialist research continues. Draft RFPD and preliminary list of training providers forwarded to ENI and filed for review and approval.	Prime Contractor Headquarters Office
	Approval for RFPD and training providers received by Prime Contractor Headquarters.	AID Missions, Prime Contractor Headquarters and Field Offices
	Field Offices contact participants to determine availability and send invite letters/forms.	Prime Contractor Field Offices
3	RFPDs forwarded to training providers	Prime Contractor Headquarters Office
	Participant nominations received. Participant nominees given copy of course outline.	Prime Contractor Field Offices
4	Training Providers developing proposals.	Training Providers
	Prime Contractor Field Offices begin to receive participants applications/ forms. Participants contacted if clarification needed. Translation of training applications begins. Nominations interviewed, ranked, and recommendations made to USAID. Medical forms forwarded to USAID. If health disorders, forms sent to AIHA for review.	Prime Contractor Field Offices
5	Training providers developing proposals.	Training providers
	Prime Contractor Field Offices continue to receive participants' applications/forms. Translation into English continues. Applications transmitted to Prime Contractor Headquarters and data base updated. Participants and alternates selected. Selected participants and alternates given invite letters and packets of forms.	Prime Contractor Field Offices
6	Training providers developing proposals.	Training providers.

7	Proposals received from training providers. Training Specialist evaluates proposals and prepares recommendation, including summary of training budget for recommended program and comparative cost details for other programs not recommended. Recommendation forwarded to Prime Contractor Field Office and USAID.	Prime Contractor Headquarters Office
Week #	**Activity**	**Responsible Office**
7	Field Office receives recommendation with budget information, and forwards it on to USAID Mission. Participants take medical examination, and forms forwarded to Prime Contractor Headquarters. Biodata from participant training applications forwarded to Prime Contractor Headquarters Office.	Prime Contractor Field Offices
8	USAID reviews proposals and selects training provider and notifies Prime Contractor Field Office.	USAID Missions
	Notification conveyed to Prime Contractor Headquarters.	Prime Contractor Field Offices
	Training provider recommendation received. Budget negotiation and contract preparation begins. Preliminary TIP forwarded to Field Office. Travel and logistical arrangements begin.	Prime Contractor Headquarters Office
8-9	1-2 page course information sent to participants. Pre-TIP received. Departure dates confirmed. Participants contacted again to confirm dates. IAP 66 forms prepared and sent to appropriate Consulate. Data base updated and report printed. Participants advised of orientation data. Participants meet to discuss proposed program and provider feedback on course for sending to Headquarters Office. Medicals administratively approved by USAID.	Prime Contractor Field Offices
9	Budget negotiation and contract preparation continues. Travel and logistical arrangements continue. Draft TIP may forwarded to Field Office.	Prime Contractor Headquarters Office
10	Budget negotiation and contract packet completed. Training Specialist forwards Budget Worksheet to USAID for approval. Travel and logistical arrangements continue. Final TIP sent to USAID and Field Office. Tickets finalized and locator number conveyed to Field Office.	Prime Contractor Headquarters Office
10-11	Participant List prepared for Airline Office. Airline contacted to confirm payment status. Ticket picked up. Preparation for orientation begins (room reservation, TIP translated, emergency contact lists prepared, samples of customs forms copied, packets of information literature prepared). Visas obtained from Consulate and checked. If necessary, participants are informed about a request for interview. Request to Finance for AMA. Final date for changes in participant list (only alternates may be substituted). Final list of participants conveyed to Headquarters Office.	Prime Contractor Field Offices
11	Signed Budget Worksheet received from ENI. Contract forwarded to training provider for signature. Participant checks processed. Welcome packets processed. Participants enrolled in HAC.	Prime Contractor Headquarters Office

12	Final arrangements completed	Prime Contractor Headquarters Office
	Pre-departure orientation held. Participants depart. Memo on final participant list prepared for file.	Prime Contractor Field Offices
13	Course begins.	

ATTACHMENT 8

ENI THIRD COUNTRY TRAINI

Third Country Training (TCT) is defined as USAID-funded training that takes place in a country other than the host country or the United States. Third Country Training encourages the exchange of information and experiences between countries in transition by developing a network of technical and cultural ties among recipients of training. TCT can be a form of cost sharing — the cost of the training may be shared between one or more sending offices and the training implementor.

TCT can be integrated into a country's training plan in a number of ways:

- **Add-on to a US program**: a TCT component can be included either before or after the participants travel to the US for training. When the objective is to provide the participant with the opportunity to see alternative delivery methods and systems, TCT can be an appropriate and useful addition to a Mission training portfolio with a substantial US training component.

- An **Observational Study Tour**: mixture of site visits and lectures or presentations addressing the objectives of the proposed training. It gives the participants the opportunity to observe similar experiences in other advanced countries and learn form these experiences through exchange and dialogue with counterparts. It provides benefits to participants from lessons learned in another developing country that may be more advanced in its transition process.

- **Follow-on**: a TCT program conducted after an in-country training event that draws lessons learned from the previous training experience.

Implementation
Following is a rough order of events to implement TCT.

1. The sending office must first **identify the mix of skills, knowledge and attitudes** to be transferred and determine measurable training objectives for the event. It is important to remember what training opportunities are available in the region, and keep in mind the three common fields of USAID assistance — economic transformation, democratization, and enhancement of health and quality of life.

2. The sending office needs to identify the entity in the third country that will handle the request and submit an inquire to that entity.

3. The recipient organization will review the request and, after deeming that the request is feasible, begin to identify potential sites. The sending office may have identified potential sites as part of the original inquiry/request.

4. As appropriate, the sending office may have to submit a request for proposal after the initial inquiry is made...this is a more formal request for assistance and will probably only be required if a placement organization is being used to make TCT arrangements.

5. Regardless of who will undertake making the arrangements, adequate lead time must be built into the process. It is likely that anywhere from 2.5 - 3.5 months will be necessary to set up a tailored program.

Examples

Successful TCT programs have been coordinated between CEE and the NIS since fall 1996.

- Twenty officials from the Ukranian Ministries of Labor and Social Protection of the Population

participated in a two-week TCT program funded by USAID/Ukraine, and conducted in Poland and the Czech Republic. WL/Poland organized the program at the request of AED. The objective of the program was to expose GOU officials to social protection policy, programs and reform in two neighboring countries. The participants had the opportunity to benefit from lessons learned in Poland and the Czech Republic, countries that are more advanced in the transition process toward a market economy and democracy than the Ukraine. The evaluation of the two-week event by GOU participants was highly positive, and the training program opened up dialogue between the two regions.

- Bulgarians, Romanians and Albanians traveled to the Budapest Center, Institute for East/West Studies to observe lessons learned in Warsaw, Prague and Budapest where stock markets had begun as recently as the early 90s. The objectives were to look at what worked and what didn't in terms of capital markets. Throughout the course of the program, participants made recommendations for future development of other stock markets.

- Fifteen participants affiliated with Bosnian Privatization Agencies traveled to the Czech Republic for two weeks to look into the legal framework of the Czech Republic's privatization process. The training program was an add-on to a US training program. The local training provider was selected by soliciting RFTPs from potential firms through an informal procurement process. It was organized by WL/Hungary in coordination with KNO Worldwide, who provided the administrative and logistical support for the training program.

- Twenty Central Asian Republic participants took part in a two week Health Care Reform program in the Czech Republic and Hungary. It was facilitated by KNO Worldwide in Prague and the local training providers in Budapest and Prague. The objectives of the program were: 1) for participants to learn and observe recent health reforms in Hungary and the Czech Republic, and to integrate their learning experiences into the reform activities in their home countries; 2) to give the participants an overview of the achievements and failures of the reforms to date; 3) to analyze lessons learned, and issues in the health sector to enable participants to make strategic decisions in their reform process and avoid major risks in planning and implementation; and 4) to introduce important feasibility aspects of the planned policies to offer some basic skills and competencies for the participants to apply in their everyday work environment. A three-day follow-on seminar took place in Almaty, Kazakhstan to assist participants in developing recommendations on the national policy framework for health reform in the CAR countries.

Further Information

Questions and inquiries regarding Third Country Training should be directed to:

<u>CEE</u>
Third Country Training Coordinator
WL/Hungary
1137 Budapest, Hungary
Katona Jozsef Street No. 28, IV 24
Tel/Fax: (361) 329-2728, 329-2108, 349-2132
e-mail: Cecile.Kenyon@WorldLearning.hu

NIS
Contact the AED office in the receiving country (contact information can be found in Attachment 1 of this Manual).

ATTACHMENT 9

World Learning, the Prime Contractor for TRANSIT-Europe uses the following guidelines for cost containment:

Cost-saving measures
World Learning implements cost saving measures with every USAID training program they administer. WL has strict procurement procedures in place to ensure quality programs are conducted at the most favorable and fair market cost. The components of a training program listed below are based on the average cost of programs throughout the CEE region. These cost estimates described are based on 4 week programs for a groups of 10.

Lead-time
WL normally requests three months lead-time. This gives World Learning one week to draft the RFTP and research potential training providers; three weeks for training providers to prepare proposals; one week to review proposals and write recommendations; two weeks to negotiate training budget with recommended training provider; one week to draft and send TIP to respective Mission (30 days prior to call forward). Reducing the lead-time means we have less opportunity to identify a range of potential training providers, less time for them to seek out cost-sharing partners, less time for WL to properly negotiate the most cost effective budget, and less time for the winning institution to prepare for participant arrival.

Average savings made as a result of sufficient lead-time: $20,000/program

Training Fees
The average cost/participant/week is $1,000. In order to maintain a reasonable cost/participant/week, WL provides a suggested range for training providers in the RFTP. The cost range encourages only those providers who are genuinely dedicated to training and eliminates those solicitors who would otherwise bid for their own financial gain.

World Learning negotiates with training providers to cost-save/cost share by: Negotiating group tuition or repeat course discounts, institutional overhead and fringe benefits; identifying local interpreter (thereby reducing travel/per diem costs); requesting meet-and-greet service be absorbed by training provider; discount hotel accommodations for double room occupancy; and in-kind contributions.

Travel
Lead Time: Sufficient lead-time results in significant savings on international flights. An international flight reserved 21 days in advance averages $800; a flight reserved between 7 and 21 days averages $1,200; a flight reserved less than 7 days in advance averages $1,800. A flight booked with very short notice may also mean a less direct routing: instead of flying to the U.S. in one day, the participants may be obliged to stop-over in Europe, at an average hotel/per diem cost of $180/night.

Average savings made by reserving tickets with sufficient lead-time: $11,800/group

Note: Significant savings can also be made by purchasing tickets in-country, and World Learning uses this option whenever possible.

Number of U.S. Program Sites: Increasing the number of training sites increases the cost of the domestic flight significantly. A round-trip flight from Washington, DC to Atlanta costs $400. A round-trip flight from Washington, DC to Atlanta, Tucson, Colorado and San Diego costs $1,200.

Average savings made by reducing the number of training sites: $8,000/group

Accommodations
Average cost/participant/room: $80/night
Average per diem allowance: $34/day

On-campus accommodation: Some training institutions can provide on-campus accommodation significantly cheaper than hotels. The average cost of on-campus accommodation is $40/participant/night

Gender balance: Participants are normally placed in double rooms. The average cost based on double occupancy is $120/room ($60/participant). Single rooms average $100/participant. A group of 6 men and 4 women costs a total of $18,000 for 30 days; a group of 5 men and 5 women costs $20,400 for the same period.

World Learning, through developing relationships with hotels, has been successful in negotiating discounts on accommodation and on meeting room rental.

Sole-Sourcing
Sole-sourcing a program to a training provider results in minimal negotiating leverage for World Learning. The final budget for a sole-sourced program, including training fees and participant expenses, for 10 participants for 4 weeks, costs on average $85,000 - $100,000. We make every effort to maintain a competitive bidding atmosphere by requiring that the sole-sourced provider submit a training outline in response to an RFTP and undergo programmatic and budget negotiations as required of all programs. However, if the competitive atmosphere is not maintained, it is unlikely that the final cost can be negotiated down by more than $2,000.

For similar programs that are bid out, we receive on average 4 bids, ranging from $65,000 to $90,000, and we are able to negotiate the successful bid down to an average of 10%-30%.

The Academy for Educational Development (AED), the Prime Contractor for TRANSIT-NIS suggests the following guidelines to potential training providers regarding cost containment:

AED is requesting that your program be a Apackage@ to include training, participant lodging and meals, logistics and related costs. In preparing your proposal, please be aware that a maximum ceiling of $1,450 per participant per week has been established unless otherwise identified in the RFPD. This ceiling is all inclusive.

Unless otherwise stated herein, award will not be made for proposals exceeding $1,450 per participant per week ceiling and/or if they do not meet all the requirements expressed in the Scope of Work and within these Guidelines.

You are requested to submit your proposal based on the attached sample. The following guidelines are prepared for your convenience and refer to specific items in the sample budget.
Training Labor Costs – See Sample Budget

Travel and Per Diem: Rates must not exceed US Department of State AMaximum Travel Per Diem Allowances,@ Section 925, Federal Travel Regulations. (This publication is available by subscription from the Superintendent of Documents, Government Printing Office at (202) 512-1800; or on the Internet at the following address:

http://policyworks.gov/org/main/mt/homepage/mtt/perdiem/perd98.htm

There may be instances, where it is desirable that an interpreter stay in the hotel with the participants to assist in communication. Lodging and/or per diem may be authorized by AED if and when such additional services are required.

Cost containment efforts are highly encouraged. Please note that providers are required to strictly adhere to the **Fly America** requirements.

Lodging
The costs of daily lodging shall not exceed the lodging rates established in the US Government Maximum Travel Per Diem Allowance (CONUS) rates. In your budget, please list each city and the corresponding lodging rate(s). To assist USAID with its efforts to contain costs, every effort should be made to obtain participant lodging at below the CONUS rates. Unless otherwise noted in the RFPD, participants are to be housed in double occupancy accommodations, and it is expected that per participant lodging costs will be significantly below the CONUS rate, which is based on single occupancy. Please insure that double rooms include two beds.

Please provide a proposed price for one participant lodged in a double room as well as for one participant in a single room (see chart at end of Sample Budget). The total number of participants is indicated in the RFPD. The number of men and women is indicated in the RFPD if known. Because the final gender breakdown is not always known at the time of proposal solicitation, AED will use the unit price you provide for single and double occupancy to determine the per participant cost at the time the subcontract is awarded. AED reserves the right to change the mix and/or number of participants for this program. The price for total participants will be adjusted accordingly, based on the proposed unit prices.

Meals
Price shall not exceed the CONUS M&IE rates. Your proposal should specify which meals you will provide and/or which allowances you will pay directly to the participants. If actual meals are provided (such as an awards dinner), providers must deduct the cost of these meals from the participants total allowance payment and included it instead under part II, Other Direct Costs, of the budget.

Calculation of meal percentages rates:

Use the following percentages to determine daily meal allowances:

CONUS daily rate minus $8 daily incidental expenses allowance = Daily Meal Allowance (DMA)

Breakfast = 15% of DMA (If breakfast is included in the cost of lodging, please deduct the 15% from the DMA.)

Lunch = 30% of DMA

Dinner = 55% of DMA

Example: if in Washington, DC, the current CONUS M&IE rate is $42 per day, then:

$42 - $8 incidental allowance = $34 DMA

Breakfast = 15% of $34 = $5.10

Lunch = 30% of $34 = $10.20

Dinner = 55% of $34 = $18.70

Other
8 Daily Incidental Expense (IE)
Each participant is entitled to $8/night. Please include this in your budget where indicated.

$25 Exit Allowance
On the day of departure each participant is entitled to $25, to be disbursed by the Provider. Please include this in your budget where indicated.

Participant Domestic Air Travel
If the proposed program includes domestic air travel, providers are required to include the price of the air travel in their budget. (local transportation costs will be included under Part II B, Other Direct Costs).

Air travel within the US
There may be instances where one additional leg of the US air travel may be provided at no additional cost to the international travel arrangements made by AED. Upon receipt of all proposals, AED will be able to determine which itineraries would qualify for such an arrangement. Where the provider assumes that the itinerary of its proposed program may qualify for such an additional leg, and the provider wishes to make use of this arrangement, the provider is required to submit two cost/technical proposals as follows:

(a) Alternative 1
The provider assumes that AED <u>can cover</u> an additional leg in the US air travel. The price for that US air leg is to be excluded from the providers' proposed price.

(b) Alternative 2
The provider assumes that AED <u>cannot cover</u> an additional leg in the US air travel. All US air and/or surface travel costs are to be included in the provider's proposed price
In both instances, the provider is to state very clearly what its assumptions are. Transportation to and from the airport and related costs remain the provider's responsibility. The budgets for both alternatives, (a) and (b), are required to stay within the stated ceiling price.
The purpose of these alternatives is to obtain the best possible training program for the participants while remaining within the stated ceiling price.

Subtotal of Estimated Total Per Participant Price
Based on the proposed mix and number of participants,please calculate the total amount for the total number of participants as indicated.

Indirect Cost and Proposed Fee (if any)

Total Proposed Price
This amount will serve as the basis for the calculation of the price per participant per week which, as outlined above, is not to exceed $1,450.

Cost/participant/week

Advance Maintenance Allowance
AED provides each participant with $100 before departure from home country. This is considered an advance on the Meals and Incidental Allowances, which are outlined above. Providers are required to deduct this allowance from the total proposed price as indicated in the sample budget.

Net Total Price
After deduction of the advance maintenance allowance provided by AED, the total proposed Net Price shall be the amount payable to the provider.

Cost Sharing

Please indicate in your proposal if you are sharing costs as a means to achieving program costs at or below the per participant per week cost ceiling. Please specify shared costs in a separate column in your budget where applicable, and source of cost share funding.

SHORT-TERM PARTICIPANT TRAINING BUDGET WORKSHEET (SAMPLE)

Program Title/Institution: ______________________
PTP#*: ______________________
Country/Countries*: ______________________
Start Date and End Date: ______________________

I. Instruction (costs directly incurred to convey knowledge or impart training)

	# weeks	# parts	$/part/week	total $	Guidelines
Training/Tuition					
Interpretation					
Orientation					
Other Supplies and Services					
Other:					
Subtotal					
I. TOTALS					

II. Participant (costs directly incurred to meet the personal needs and program requirements of the individual participant)

	rate/part	# parts	total $
Allowances			
HAC Premiums			
Taxes			
Other:			
II. TOTALS			

III. Travel/Room and Board (costs directly incurred transporting the participant from the home country and back, as well as costs related to travel within the training country)

	rate/part	# days	# parts	total $
Airfare (Domestic/Internat'l)				
Lodging				
Meals				
Other:				
III. TOTALS				

GRAND TOTALS

I. TOTAL	+	II. TOTAL	+	III. TOTAL	=	GRAND TOTAL
	+		+		=	

AUTHORIZATION: ______________________ ______________
ENI/DGSR/HRDSR or USAID **Date**

*** Name list & TIP attached.** ****If no interpretation is used, attach CEPA scores.**

All USAID sponsored participants must receive the allowance rate prescribed by the Agency below, unless authorization for any higher rate is given by the mission director or designee.

The published allowance rates below are for required services/fees, and are not to be paid without cause. If the amount is not required, it should not be paid; if deemed excessive by the responsible mission/bureau, payment must be adjusted accordingly.

Maintenance Allowances
The maintenance allowance for typical participants fall into two categories which missions or their contractors must observe.

1. **Long-term training** occurring in academic settings lasting nine months or longer, whether for an academic degree or a technical certificate of completion.

> Rates are calculated and maintained by the Institute of International Education (IIE), and may be found on the Internet website: **http:/www/iie.org/fulbright/posts** (click on "Monthly Maintenance Rates 1997/1998" and find the correct state listing).

USAID uses all various rates listed, when appropriate, except for four which are not used:

a. Partial grant allowances: supplementing support from other sources
b. Required field trips: up to $500 per trip
c. Post-summer program allowance: $50 per day
d. Thesis research allowance for second travel grants

In addition, there are a few categories of reimbursable expenditure used by USAID which do not appear in the IIE/Fulbright list.

USAID no longer uses "high cost city rates", "exceptional (VIP) rates" or "three-day transit status allowances".

The mission and managing contractor determine how much money to provide the participant upon departure from the home country. Long-term training participants should receive M&IE rates upon arrival at the training site according to the GTR schedule, until they move into their permanent housing. The participant must be provided with a $350 settling-in allowance at the time permanent lodging is located, along with the appropriate Fulbright maintenance rate. Participants who change sites during a program do not receive a second settling-in allowance.

USAID participants living in dorms during their programs receive 25% of the published academic rate to cover incidental expenses. If no meal plan is provided at the dormitory, and additional 40% of that rate may be provided. If institutional meal plans do not cover weekends, participants receive $15 per weekend day for meals; and full maintenance rates if dorms are closed during vacations or summer.

2. **Short-term training** programs and conferences under nine months.

Allowance rates are based on the Standardized US Government Federal Travel Regulations (GTR) as established by the General Services Administration (GSA), and may be found at 41 CFR Parts 301-7 and -8.

Lodging receipts are required for all participants receiving standardized rates.

The Meals and Incidentals Expenses (M&IE) allowance must be paid directly to the participant; contractors may wish to pay lodging costs themselves so as to insure that receipts are kept.

When only certain meals are provided as part of a packaged program, the participant must receive the following:

- •Housing included with no meals served: the full M&IE rate;
- •Housing included with one meal served: 60% of the M&IE rate;
- •Housing included with two meals served: 30% of the M&IE rate.

Exceptions to normal rates: missions can pay as much as 150% of standard GTR per diem rates in individual instances where local housing conditions combined with the relative stature of the trainee or training objectives dictate. Part 301-B of the Federal Travel Regulation, paragraph 301-8.2 (b) provides authority and guidelines for increasing reimbursements.

<u>Other Allowances and Reimbursements</u>

1. **Taxis**

Only in certain instances is a Taxi Fare Allowance provided to USAID participants: a short term technical program requires visits to various dispersed training sites in a single general area (for example, a training program where participants visit four university campuses in the New York metropolitan area); where it is cost-effective (e.g. for groups); or where other less expensive transportation is non-existent or considered unsafe.

Participants are entitled to reimbursement for the lowest cost/safest airport transportation available within a reasonable time after arrival from the port of entry to their hotel whenever they travel by air for program purposes. If travel by taxi is the safest and most direct form of transportation, it may be used (receipt required).

Reimbursements for airport transportation at final program departure is covered by the final half-day of maintenance each participant should receive on the day of departure.

The contractor must make final payments of all allowances due well in advance of the participant's departure, or collect overpayment of any allowance before the participant's departure. The participant's last day in the US is calculated as a half-day of maintenance.

2. **Long-term training**

Trainees should be paid at GTR rates for up to 30 days, or until permanent housing is located, whichever happens first.

Academic participants on course-related field trips with overnight are to be reimbursed only such expenditures as are paid by other members of the class.

Costs of technical preparation and photocopying of academic papers are reimbursable against receipts.

Technical preparation and related research expenditures for Master's thesis or Doctoral dissertation may be paid when the university advisor certifies to the programmer that the thesis outline is accepted and the thesis is in preparation.

Where a participant returns home to complete research, he or she should normally relinquish living quarters and store personal effects, unless the return trip is for a period of no more than one month. If it is more cost-effective to retain the living quarters while away, the contractor may approve payment of partial maintenance allowance, with justification.

Costs for shipping home studies-related books and printed materials via international surface mail are allowable. Other personal papers, equipment and personal belongings must be shipped at the participant's expense.

Participants in academic degree programs only may receive funds for membership in US based professional societies for a period of three years following program completion, at the discretion of the mission/contractor.

3. **Hospitalization**

If a participant with no official permanent residence is hospitalized, the normal allowance will be discontinued. The participant will receive the incidental allowance rate. Participants who have an official permanent residence must receive the full maintenance rate as long as they remain in trainee status.

4. **Short-term training**
For all short-term participants, the contractor must set and pay a fixed Book and Equipment Allowance for any required textbooks/materials, including personal computers if required under the program, and establish conditions for return of equipment or reimbursement of costs where appropriate, e.g. non-completion of program.

<u>USAID-approved Allowances</u>
Missions, contractors or partners may approve the following actions for expense reimbursement when appropriate in individual cases:

- research projects
- computer purchases/rentals
- tutors
- typing expenses
- excess thesis expenses
- per diem rates in excess of published rates
- book purchases in excess of the established rate
- book shipments
- professional society memberships
- student memberships

Rates in addition to the IIE list are included below. The health insurance rate reflects the USAID program cost.

NOTE: not all USIA allowances apply to USAID participants. Only those allowances listed below should be used to calculate allowances for USAID participants.

Books and supplies:	$750 per academic year $200 summer (includes English language programs)
Supplementary book allowance:	up to $250 per year (accountable)
Supplementary equipment/supplies, computer time (based on course requirements):	up to $1000 per year (equipment to be rented rather than bought if more cost effective)
International travel:	round trip (from home to pre-academic program to academic institution and return), unless provided by another funding source as cost-sharing.
Settling-in allowance:	$350 one time (may be adjusted by the mission/bureau project officer)
Monthly allowance:	as provided in published rates (IIE rates for academic programs, GSA rates for technical programs)
Return baggage allowance:	$300
Thesis allowance:	$300 for Master's (discretionary) $600 for Ph.D. (increase possible if required)

ATTACHMENT 11

Incidental allowance:	$10 per day
Typing:	discretionary, receipts required (previous rate was $250 per year). May be used to purchase typewriter, or may be applied to the purchase/rental of a computer.
Book shipment:	discretionary, amount set by individual mission/bureau project officer (previous rate was $30 for each four months in an academic program).
Professional societies:	discretionary (previous rate was $235 for the three year period)
Student memberships:	discretionary (previous rate was $75 per year)

A. ALI/GU EPT Test

The ALI/GU EPT (American Language Institute/Georgetown University English Proficiency Test) evaluates English competency of candidates for academic degree programs, research programs or seminars requiring extensive reading and report-writing. It is comprised of three sections -- listening, grammar and usage, and reading/vocabulary. Total time needed to take the ALI/GU EPT is 110 minutes. The general directions, the listening comprehension test and the directions for the grammar and reading test are all recorded on one tape. The three sections are:

- Listening Comprehension: The candidate hears 50 short questions pre-recorded on tape. During the pause which follows each item, the candidate reads the four possible answers in the test booklet and selects the one which would make the most appropriate answer to the utterance heard on tape. Time: 25 minutes.

- Grammar and Usage: This test, consisting of 50 multiple choice items, is designed to measure the candidate's control of English structure and covers such problems as word order, verb tenses and forms, idiomatic usage, nouns, adjectives, and pronoun forms. Time: 25 minutes.

- Reading and Vocabulary: Candidates will read five standard reading passages and answer 60 questions relating to content and vocabulary. Time: 60 minutes.

Practice Test: A special Practice Test along with a practice audio-cassette is available which is designed to familiarize candidates with test instruction and types of problems found in each of the sections of the ALI/GU EPT. This Practice Test should be given to all candidates sometime before they take the ALI/GU EPT, preferably several days or weeks.

Minimum ALI/GU Call-Forward Score Requirements

	Listening	Grammar	Reading & Vocab.
EPT:	85	75	80
CEPA:	65	---	---

B. ALI/GU CEPA Test

The ALI/GU CEPA (Communicative Language Proficiency Assessment) is a shorter test of communicative competency in English, designed specifically for short-term technical training candidates who do not require testing in writing or extensive reading capability. It may be administered by FSN employees or contractors, and consists of two sections each with two parts:

- Section I, Part A: Dialogues: listening comprehension tested by multiple-choice questions;
- Section I, Part B: Understanding English in Daily Situations: multiple-choice responses matched to daily-life situations presented;
- Section II, Part A: Understanding Information from Written Material: reading tables and charts;
- Section II, Part B: Understanding Information from Written Material: reading comprehension.

The test kit consists of audio cassettes, scoring sheets, test question booklets and directions. There is no scoring penalty for guessing wrong in answering CEPA questions.

	Listening
CEPA:	65

C. TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)

All colleges and universities require proof that an applicant's English language skills are sufficient for the completion of the academic programs. In almost every institution, the Test of English as a Foreign Language (TOEFL) is required for entrance.

The purpose of the TOEFL is to evaluate the English proficiency of people whose native language is not English. TOEFL is a standardized multiple-choice test given in a single session of about three hours. It provides a measurement of English proficiency in listening and reading comprehension, including vocabulary, and in recognizing language that is appropriate for standard written English. Some administrations of TOEFL include a Test of Written English (TWE) that provides an opportunity to demonstrate ability in writing standard English. The TWE score does not affect the total TOEFL score.

Sections of the TOEFL are:

Listening Comprehension (35 minutes): Measures ability to understand spoken English.

Structure and Written Expression (25 minutes): Measures ability to recognize language that is appropriate for standard written English.

Vocabulary and Reading Comprehension (45 minutes): Measures ability to understand nontechnical reading matter.

Writing Test (30 minutes): Measures ability to write in English (offered only at some test administrations).

Scores

Test results will include three section scores and a total score (plus separate score for TWE when it is offered). Each correct answer on TOEFL counts equally toward the score for that section., and there is no penalty for an incorrect answer. There is no specific passing or failing score. Each institution determines the score acceptable for acceptance. In fact, at the graduate level, there are often different scores required for different departments. Most schools require a score of at least 500. Graduate programs usually have somewhat higher requirements.

TOEFL (when taken): Minimum USAID Acceptable Scores for Call-Forward are the following:

Academic	500
Technical	450

D. TOEFL - ALI/GU EPT Score Correspondence Table

There is a high degree of correlation between the ALI/GU EPT and the TOEFL, which is the standard for admission and placement of students in US universities and colleges. The following equivalency table shows the predicted TOEFL score based on ALI/GU EPT results. The ALI/GU EPT total score, determined by adding the three sections scores, is only used for purposes of this comparison.

ALI/GU EPT SCORE RANGES	PROBABLE TOEFL SCORE RANGES	MEDIAN TOEFL SCORES
250 and above	500 - 575	550
225 - 249	475 - 525	512
200 - 224	450 - 500	484
175 - 199	425 - 475	465
150 - 174	400 - 450	437

The following guidelines will assist missions in selecting the appropriate ALI/GU test:

ADMINISTER THE CEPA FOR:	ADMINISTER THE ALI/GU EPT FOR:
1. professional observation tours	1. academic degree programs
2. professional study tours not requiring extensive reading or report writing	2. regular academic courses at colleges or universities when participants are in non-degree training programs
3. attendance at conferences	3. certificate training courses that are not designed specifically for non-native speakers
4. Entrepreneurs International Program	4. visiting scholars doing research at colleges or universities
5. attendance at training workshops or seminars that do not require written reports or extensive reading assignments	5. training seminars that require extensive reading and report-writing

NOTES
1. The above guidelines are applicable for training programs both in the US and in third countries.
2. Scores from the International TOEFL are equally acceptable for academic degree programs.

Participants whose English proficiency is below the minimums described above should be deferred from immediate Call-Forward, and should continue intensive English language training in-country, if feasible.

This outline of suggests Pre-Departure Orientation topics for technical students. Not all topics are appropriate for all situations. Some topics not listed might be needed in some situations. Level of education and sophistication, and the time available will dictate which subjects should be included in any orientation.

It is important to explain to students about their sponsorship -- USAID. It is equally important to ensure that the participants understand how their training relates to the overall strategic objectives of the technical assistance activities on-going in their country. They need to see how they fit in the bigger picture.

Each participant must enter into a "training agreement" which is only complete when the participant/stakeholder agrees to the detailed description of the training program, the training provider/institution, and the itinerary. A final review of this agreement should take place during the pre-departure orientation...a review of the training request, the training implementation plan (TIP) and the conditions of training. Program budget information is not provided to the participant to avoid misunderstandings about program financing.

Notations in italics are suggestions regarding content.

PRE-DEPARTURE ORIENTATION SUGGESTIONS

I. Welcome & Introduction

A. Benefits of International Training

1. *Different approaches to problem solving*
2. *Adapt to new culture..demonstrates individual's strengths*
3. *Utilize extensive resources of US education and training system*
4. *Modern technology*
5. *Make life long friends - professional connections*
6. *Understanding and appreciation of another culture (not a program designed to change views but to expose to other views)*
7. *Shrinking world...need to have exposure*

B. Overview of their training program objectives and review of training implementation plan

II. Roles & Responsibilities - Training Agreement

A. Any Host Government Regulations/Employer Requirements

B. USAID

1. General Rules
   a. *Utilize the Manual Section on USAID/USG Rules and Regulations*
2. Training Agreement- Review
   Each participant who accepts sponsorship by USAID for training in the US or third countries enters into a relationship with the mission, the contractor, the training institution, and his/her employer. This relationship entails both rights and responsibilities for all parties as they work together toward mutually agreed upon objectives. This relationship of rights and responsibilities is established in a written Training Agreement with the other parties. The Training Agreement is based on the following principles:

   a. The participant is an equal partner in the relationship. The participant is assumed to have some valuable knowledge of his/her training requirements, and has a responsibility to take charge of his/her education and to return home to apply the new skills.

   b. The contractor is also a partner in the relationship; and is the most knowledgeable partner in terms of the availability and appropriateness of training opportunities. The contractor has a responsibility to work closely with the participant to find the most appropriate and affordable training opportunity that clearly meets his/her training needs.

c. The employer and/or country representative is another partner in the relationship, and will participate actively in defining the skill needs of the enterprise. The employer has a responsibility to identify specific actions to be accomplished after the training program and to make a commitment to create conditions where participants can be effective.

d. USAID plays a pivotal role in the relationship, initiating and monitoring the agreement to which it is a party. USAID regulations and procedures establish limits as to what is possible and will be respected and adhered to by all parties. USAID has a responsibility to use the regulations and procedures creatively to support the training and achieve the long term strategic objectives.

e. The training institution is a partner in the relationship, with a right to receive detailed information with adequate lead time about the type of training required, and the qualifications and background of the participant. Training providers need to have the related strategic objectives and results outcomes expected from the training, in addition to individual trainee background information.

3. Conditions of Training and Other Participant Responsibilities
   a. Read and explain - answer questions

- *Carry a full course load or laboratory schedule as prescribed by the academic or training institution.*
- *Pursue effectively the practical training phase of their program.*
- *Promptly submit to the programming contractor the Academic Enrollment and Term Report Form (USAID 1380-69) at the end of each term. Participants should be aware that contractors have authority to withhold allowance payments if these reports are not submitted on a timely basis.*
- *Obtain assistance from their faculty advisor at the university or technical school or from their contractor when a problem situation develops that may jeopardize the successful and timely completion of their program.*
- *Complete their program, unless otherwise fully justified, within the planned length of USAID-sponsored training.*
- *Pay all personal expenses prior to departure.*
- *Assume personal responsibility for complying with all non-program related tax liabilities while in the country of study.*
- *Return to their home country on departure from the United States or country of training and resume work utilizing their training for the agreed-upon period.*
- *Comply with all laws of the country and local jurisdiction in which their training occurs.*
- *Not seek to extend the length of their training program or their stay for personal convenience.*
- *Not attempt to obtain employment in the United States or country of training.*
- *Not marry during their training without notifying USAID through their programming contractor.*
- *Not bring their dependent(s) to the United States or country of training without prior approval.*
- *Not seek any public welfare assistance in the country or local jurisdiction of training, or seek to purchase housing under US low income assistance programs.*

4. Upon Returning Home
   a. Obligation to return and apply knowledge

C. In-Country and US Contractor, Grantee, IAA
   1. *Who are they*
   2. *What do they do*
      a. *Plan programs*
      b. *Placement -- Identify technical programs meeting student needs - both standardized and*

tailored programs

c. *Monitoring* **--** *Stress importance of trainee staying in touch with contractor* **-** *explain and advise about 800 number if one exists or go over other means of contact.*

d. *Monitor Training Performance through direct contact with training provider*

e. *Monitor Training Performance through direct contact with trainees*

f. *Check on social and cultural adjustment*

g. *Report to Project Officer using, cables and faxes*

III. Pre-Departure

A. Visa

1. *Explain the rules governing J-1*
   a. *Training Plan*
   b. *Sponsorship*
   c. *Employment*
   d. *Travel*
   e. *Dependents*
   f. *Home country residency requirements at end of program*
   g. *Kinds of visas available to participant during 2 year residency period*

B. Medical certification

1. *Define pre-existing conditions*
2. *Responsibilities for notifying contractor/project officer of pre-existing conditions*

C. Air Travel Issues

1. *Luggage limitation*
2. *Travel funds*
3. *Emergency layover procedures (hotels, cabs)*
4. *Security of personal belongings* **-** *passport, travelers checks*

IV. US Arrival

A. Arrival in New York, Meet & Greet, Customs

1. *Verify with US counterpart about what is planned for participants and review*

B. Arrival in D.C. (if appropriate), Meet & Greet

2. *Verify with what is planned for participants and review*

C. Orientation

1. *If scheduled, get outline and briefly go over content. Advise participants that US program will likely cover some of same materials as being provided but that they will have had a chance to formulate questions between the two session. Also since so much information, it will be good to have it repeated.*
2. *Provide maps which show where US orientation held*

D. Contractor/grantee/IAA Administrative Briefing

1. *Request outline and provide to student*

E. Allowances

1. *Explain maintenance and other allowances*

V. Housing

A. Upon arrival (hotels, private homes, college campus, etc.)

1. *Go over general arrangements .. what hotel or alternatives and how much*
2. *Establish temporary mailing address — participants should have contract officer's full name, address and telephone number.*

B. Housing at the training site

1. *Explain that training providers often insist on the participant staying in a particular hotel or guest house. The reason for this is usually that a more favorable room rate has been negotiated because of guaranteed numbers of room rentals. It may also be related to the hotel providing a seminar room without charge. Before making any changes in lodging, it is important to find out if the change will cause difficulty. Remind the participants that they are not buying the room, just*

staying there for a brief period.

2. *USAID Allowances are based on shared housing. The students should be advised of this. Because of fund limitations and also opportunity to "live and work" with others.*

3. *If the technical program is long term, students may have the option of short term apartment rental. Issues such as deposits, legal responsibility, cleaning, departure notice, utilities, etc. should be discussed.*

4. *If the program is presented on a college or university campus, housing may be in college dorms. Again there may be no option for living elsewhere. Trainees should be prepared.*

5. *If home stays are part of the program, US customs regarding home visits should be reviewed:*
    a. *Asking about smoking*
    b. *small gift to host*
    c. *Alcohol consumption generally light*
    d. *Assist with chores*

VI. US Technical Training Issues - Utilize ENI citizens who have studied in the US to assist with this part, if possible.

A. Classroom etiquette
B. Informality
C. Classroom participation
D. Clubs and social events

VII. Cultural/Social - Guest speakers - returned participants

A. Expectations & fears
B. Culture shock, adjustment
C. Home culture vs. US culture
D. Male/Female relations
E. Racism
F. Value systems (group vs. individual)
G. Stereotypes
I. Laws
Mention should be made that trainees subject to US Tax laws but that details on requirements and responsibilities will be provided once they are in the US Generally speaking they will have no taxes due but they may be required to file a tax form.
J. Clothing
K. Holidays
L. Experience American **-** activity suggestions
M. Crime **-** lock doors, care in walking alone, traveler's checks, learn about the town/city
N. Food
O. Banking/Budgeting
P. Non verbal communication
Q. Shopping
R. Contractor contact information when in the US
S. Emergency contact numbers in the mission for family members to use to reach participants **in an emergency only.**

VIII. Re-Entry

A. Keep list of US contacts from the beginning
B. Student and Professional societies

IX. Family

A. *Stress the importance of leaving family members home during short term training. Reasons:*
   1. *No assistance will be provided for them*
   2. *Often accommodation arrangements do not allow for families*
   3. *Some programs require travel and no arrangements can be made for accompanying dependents*
   4. *Training sites may be in places where there is nothing for family members to do.*
   5. *Activities after the formal training day are often almost as important as the training itself. The presence of family members will prevent the trainee from participating in these functions.*

B. Give emergency contact numbers for family members to contact participants in an emergency.

X. Health

A. HAC program

   1. *Go over HAC brochure and allow students time to review*
   2. *Review the concept of ordinary and necessary and asking the provider if he/she bills under the "ordinary and necessary" guidelines. If not, advise participants that they will be responsible for any excess costs.*
   3. *Explain the deductible and the maximum health payments*

B. Health concerns and issues in the US
   1. *AIDS*
   2. *TB in select areas*
   3. *Safe water and food*
   4. *Controlled prescription drugs*

Data on the PDF are organized into four parts.

Part One
Administrative data that are largely available from training documents received prior to the arrival of the participant for training.

(a) Programming specialists should complete Part One of the PDF when the PIO/P arrives in their office.

(b) Block 9 of Part One (Requested Start Date) is omitted.

(c) The country of origin and the country of training are included.

Part Two
Program data which should be available no later than the day the participant arrives in the United States or in a third country for training.

(a) The white copy enrolls the participant in the Participant Training Information System (PTIS), which is the central repository for records of all USAID-sponsored participants, and is submitted as soon as a firm on-board date is known to:

USAID/G/HCD/HETS
3.09-083 Ronald Reagan Building
Washington, D.C. 20523-3901

(b) **Blocks 28 through 33** contain training contractor information necessary for G/HCD record-keeping and proper communications. The campus or other training location is included, also the city and state location and the start and end dates at the facility.

Part Three
In Block 35, missions should note that the medical certificate and the training implementation plan (TIP) are on file. This section is also used for program changes. A notation of the item being changed such as Block 22, "Insurance Entitlement End Date," should be shown under Part Three in the space to the left; i.e., (Block 35), and the new date provided in the "Program Change" space. Changes should be submitted within 30 days of the event necessitating the change with the exception of Insurance Entitlement Dates, which should be submitted to G/HCD as soon as possible.

(a) Any time there is a major program change or information in the participant's record needs to be updated, the G/HCD Statistical Unit is notified using BLUE copies. When possible, use the blue copies of the original PDF with the pre-printed participant identification number. If these are not available, use blue copies of a blank, unnumbered PDF with the participant identification number typed in the space indicated.

(b) Changes may include program extension, change of training site, program termination, etc.

(c) All data fields contain entry space for day, month, and year.

(d) Extra BLUE copies are available from USAID G/HCD upon request.

Part Four

Termination/departure information. This is crucial for both the PTIS and the HAC program.

(a) Part Four of the PDF is completed and submitted within 30 days of the completion and/or termination of the participant's program and departure. Timely completion of departure information is crucial for maintaining valid statistics and avoiding visa problems and/or non payment of HAC claims.

(b) Program changes and terminations on the blue copies of the PDF are submitted to G/HCD. Do not submit PDFs to the USAID Cashier's office or HAC Administrator.

(c) Block 37 is completed only if the participant does not depart upon completion of his/her program. Did the participant:

1. Obtain a waiver? -- Block 37, #1, or

2. Depart voluntarily when contacted? -- Block 37, #2.

(d) Block 38. A departure date is given for each participant. If no actual departure date is given, follow (a) above.

(e) Participants whose programs are completed and/or terminated remain in active status in the PTIS if the information in Blocks 37 and 38 is not provided.

(f) Block 39. State the I-94 admission visa number found on the participant's visa.

Budget calculations for **scholarship participants** should include the following:

Yearly cost of the program	
Subtract any excludable tuition/fees/book estimate	--
Subtract personal exemption	--
Balance	
	x 0.15
Multiply balance by 15% = Tax Liability	

Budget calculations for **job-related** Students in training over 24 months (Category 3 Participants) should include the following:

Yearly cost of the program	
Subtract any deductible tuition, fees, book estimates, training costs, other non-maintenance related costs (considered business-related expenses)	--
Subtract personal exemption	--
Balance	
	x 0.15
Multiply balance by 15% = Tax Liability	

Budget calculations for **Non-Scholarship, Non-Job Related Students** (Category 4 Participants) is as follows:

Total program cost	
Subtract personal exemption	--
Balance	
	x 0.15
Multiply balance by 15% = Tax Liability	

All project officers, project contractors/grantees, and training providers working with sponsored participants should be familiar with the following procedures for reporting emergency situations involving participants.

1) Emergency contact - Weekdays 8:45 a.m. - 5:30 p.m.

The USAID Counselor
USAID/G/HCD/HETS
3.09-083, Ronald Reagan Building
Washington, DC 20523-3901
Telephone #: 202-712-0271

2) Emergency contact - Evenings, Weekends, Holidays

The USAID duty officer should be contacted whenever the USAID counselor cannot be reached. The duty officer will contact the USAID counselor or other appropriate personnel. The duty officer can be reached as follows:

-At all times through the Department of State Operations Center. Telephone: (202) 647-1512.

3) Whenever possible the following information should be provided when reporting an emergency:

(a) Name and location of the participant;

(b) Telephone numbers of the contact, participant, hospital, doctor, or other person in authority;

(c) The participant's PDF and HAC Program I.D. number, if available.

Any legal fees incurred by or on behalf of individual participant trainees in connection with their legal status or behavior while in the status of USAID-sponsored trainee are not allowable costs for USAID payment or reimbursement, unless a request for such legal counsel and resulting fees was initiated by USAID/G/HCD directly.

TECHNICAL CANDIDATE TRACKING SHEET

Applicant: Work Place:
Proposed Institution (if known): Field:
Estimated Start Date (month & year):
Supervisor/Contact: Phone:
Applicant Work Phone: Applicant Home Phone:

Action/Item	Requested/ Scheduled/ Sent	Reminder (Date to call/cable and request)	Received/ Completed	Forwarded (to whom and date)	Comments
Sponsor Request, if approp.					
Stakeholder Agreement					
App.Trng Object.					
App. Personal Data					
ALIGU Test if Approp.					
Training Plan/Provider					
Escort/Interp Arrangmt					
IAP 66A					
Adv Maint. Arrangmt					
Cond. of Training					
Pre-dep Orientation					
Medical Exam/Clear					
Travel Arrangements					
Arrival Cable					
Depart for US					
Meeting Arrangement					
Participant Data Form					
US Orientation					
Monitoring					
Evaluation					
Departure Arrangemt/ Notification					
Follow-up					

ENI TRAINING PROJECTS
ACADEMIC CANDIDATE TRACKING SHEET

Applicant:
Degree Objective:
Proposed Institution (if known):
Supervisor/Contact:
Applicant Work Phone:

Work Place:
Field:
Estimated Start Date (month & year):
Phone:
Applicant Home Phone:

Action/Item	Requested/ Scheduled/ Sent	Reminder (Date to call and request)	Received/ Completed	Forwarded (to whom and date)	Comments
Nomination (if approp)					
Sponsor Training Objective					
Applcnt trng Object.					
App. Biographic Data					
Personal Stmt/Essay					
Recommendation #1					
Recommendation #2					
Recommendation #3					
Transcripts					
ALIGU/TOEFL					
SAT/GRE/GMAT					
PIO/P(if req)					
TIP					
IAP 66A					
Adv Maintenance					
Cond. of Training					
Pre-Depart.Orientation					
Medical Exam/Clear					
US Housing Arrngmt					
Travel Arrangements					
Arrival Cable to US					
Departure					
Airport Meet					
Check Cashing Arrngmt					
US Orientation					
US Travel Arrngmt					
Monitoring Sched					

Post Program Eval					
Society Membership					
Travel Arrngmts					
Departure Cable					
Follow-up if approp.					

Comments:

HISTORICAL

MINORITY SE

The United States Agency for International Development is under federally-mandated legislation to increase the participation of Historically Black Colleges and Universities and Minority Serving Institutions (HBCUs/MSIs) in its assistance programs. The Bureau for Europe and New Independent States is committed to building lasting relationships which are translated into strategies, structures, changed attitudes, better enforcement of existing legislation, close collaboration and financial support that affords more opportunities to potential HBCU/MSI partners.

ENI's goal is to increase opportunities for HBCUs/MIs to expand the range of HBCU/MI participation in ENI programs. ENI will aggressively and systematically seek HBCU/MSI participation in the achievement of its foreign assistance goals, and encourage contractors to do the same. **As a part of this commitment, we strongly encourage our implementing partners to expand the current 10% HBCU funding target to include Hispanic Serving Institutions (HSIs).**

LEGISLATIVE FRAMEWORK

On September 29, 1994, President Clinton signed Executive Order 12928, "Promoting Procurement with Small businesses Owned and Controlled by Socially and Economically Disadvantaged Individuals, Historically Black Colleges and Universities (HBCUs), and Minority Institutions (MIs)."

Legislation for HBCUs as described in 34 C.F.R. 608.2, and MIs as referred to in sections 1046(3) and 316(b)(1) of the Higher Education Act of 1965, as amended (20 U.S.C. 1135d-5(3) and 1059c(b)(1) and further implemented under Executive Order #12928 is stated in the Policy Statement below:

Executive Order 12928

Section 1. Policy Statement: It is the policy of the US Government that all department and agency heads and all Federal employees involved in the procurement of any and all goods and services shall assist SDBs (socially disadvantaged businesses), HBCUs, and MIs (minority institutions), as applicable, to develop viable, self-sustaining businesses capable of competing on an equal basis in the mainstream of the American economy. To that end, all Federal personnel shall commit to the letter and spirit of all laws promoting the participation of SDBs, HBCUs, and MIs in Federal procurement. The laws promote: (a) the award of contracts to SDBs, HBCUs, and MIs through the Small Business Administration Section 8(a) Program, the Department of Defense Small and Disadvantaged Business Program, other agency programs, and through other specific statutory authority or appropriate means:

> (b) the establishment of particular goals for SDBs, HBCUs, or MIs on an agency-by-agency basis and the requirement that prime contractors and other recipients of Federal funds attain similar goals in their procurement; and
>
> (c) the establishment of other mechanisms that ensure that SDBs, HBCUs and MSIs have a fair opportunity to participate in Federal Procurement.

Section 2. Attainment of Goals: All departments and agencies are required by law to establish participation goals of not less that 5 percent (15 U.S.C. 644(g)) or a greater percentage where otherwise required by law, as further provided in the Office of Federal Procurement Policy Letter No. 91-1 of March 11, 1991. Although the Federal Government has made substantial strides towards meeting established SDB, HBCU, and MSI participation goals, certain departments and agencies have from time to time failed to aggressively pursue such goals. Department and agency heads are henceforth directed to execute, implement, and otherwise aggressively strive to fulfill the statutorily-mandated procurement participation goals. In addition, all departments and agencies are encouraged to set reasonable participation goals that exceed statutory requirements, to the extent permitted by law.

Other legislation includes:

1). Executive Order 12876, dated November 1, 1993, Historically Black Colleges and Universities.
2). Executive Order 12900, dated February 22, 1994, Educational Excellence for Hispanic Americans.

3). Executive Order 13021, dated October 19, 1996, Tribal Colleges and Universities.

DEFINITIONS (for general information on HBCUs, see **http://eric-web.tc.columbia.edu:80/hbcu**)
Historically Black Colleges and Universities are institutions established prior to 1964, whose principal mission was, and is, the education of black Americans.

Minority Serving Institutions under this Executive Order, and also covered under separate Executive Orders, are Hispanic Serving Institutions and Tribal Colleges and Universities.

a. *Hispanic Serving Institutions*: colleges/universities having a student body of more than 25% Hispanic Americans.
b. *Tribal Colleges and Universities:* those institutions where Native Americans and/or Alaska Natives represent 25% of the student population.

BUREAU ORGANIZATION
The ENI Bureau has established a Minority Serving Institution Committee which will be working to increase participation of HBCUs and MSIs in our program. For more information, contact Denny Robertson at 202/712-0504 or Odelphis (Del) Davis at 202/712-0729.

The following guidance was written by the Academy for Educational Development.

INTRODUCTION

A Guide to Conducting Follow-On is for organizations interested in developing and implementing follow-on activities which support the United States Agency for International Development's (USAID) Strategic Objectives. This guide highlights successful strategies and tools for program design, implementation, monitoring, and evaluation. Representative follow-on programs, case studies and models are included in the appendix for specific examples of successful follow-on programs implemented in the NIS.

What is Follow-On?

Follow-on programs involve training and support activities which occur after conclusion of U.S. training. The purpose of the follow-on component is to help returning participants to apply new technical skills in their professional work. Follow-on activities facilitate institution building, foster U.S. linkages, and sustain participant networks.

Activities are developed to meet specific participant follow-on needs, while simultaneously responding to broader institutional development efforts and the USAID Strategic Objective Framework. These programs include supplemental training activities and post-program support services.

Supplemental Training Activities	**Post-Program Support Services**
conferences and workshops	computer training
on-the-job training	resource centers
networking meetings	translation of training materials

Under the NIS Exchanges and Training (NET) Project, these Follow-on activities typically occurred three to six months after the completion of US training; the vast majority were implemented in-country. The activities helped USAID achieve the ultimate goal of supporting the NIS' transition to democratic governance and free-market economies.

Follow-on training sectors under the NET Project included: Agribusiness and Agricultural Economics, Business Development, Democratic Initiatives, Economic Restructuring, Energy, Environment, Health, Housing, and Non-Government Organization (NGO) and Private Voluntary Organization (PVO) Development.

The Basics of Follow-On Training

COLLABORATE IN THE DESIGN OF FOLLOW-ON

The most successful activities are those in which the USAID technical officer, relevant technical assistance contractor, training contractor, host country government officials and participants, work together to develop the follow-on activity. Development of objectives and program design begins in the field when the design of the U.S.-based program is being considered, continues through the U.S. training program, and is finalized after participants have returned home.

Incorporate follow-on into the development of the training program:

- *Consideration is given to follow-on during training activity request development*
- *Participant Action Plans incorporate initial follow-on recommendations*
- *Input from the training contractor via their attendance at debriefings, and contributions to program development are considered*
- *Ongoing involvement of the USAID technical officer -- regular and concerted interaction with training contractor - includes foresight to follow-on*
- *Pre-departure discussions with participants cover follow-on needs*

Build on what was learned in U.S. training:

- *Refine Participant Action Plans to reflect the training experience*
- *Identify participant objectives for follow-on during U.S. training*
- *Incorporate discussion of follow-on into U.S. provider program evaluation and wrap-up*

Consider U.S. training feedback in follow-on program design:

- *Include recommendations which providers include in their final report*
- *Incorporate information from participant debriefings held approximately one month after their return*

DEVELOP AN ACTIVITY REQUEST FOR RESULTS

The follow-on request shapes the outcome of the activity by clarifying the objectives for each program, the intended results of the activity, and the context within which these human resource needs have been identified (individual, institutional, and/or sectoral). The request also identifies the appropriate type of activity and the fundamental relationship of the activity to the USAID Strategic Objective Framework.

Relate activity to intermediate results (IRs) and overall strategic objective (SO):

- *Consider the specific technical assistance effort the activity is designed to support*
- *Explicitly state the relation of the activity to the IRs and SO in the activity request*

Identify appropriate follow-on activities:

- *Appropriate supplemental instruction activities may include: Workshops, Seminars, and Conferences;*
- *On-the-job Training; Technical Assistance*
- *Other post-program activities or support may include: Translation of materials; access to professional memberships, subscriptions, books, etc; computer training, software, Internet access and training; establishment of Resource Centers.*

State intended impact:

- *How intended outcomes will be achieved through the activity*
- *How the U.S. training program and follow-on activity supports technical assistance project objectives*
- *How participants will be expected to use the results of follow-on at end of the activity*

State clear and measurable objectives:

- *Explicitly state the goals and objectives of the follow-on activity in measurable terms*
- *Provide a detailed activity description (i.e. program schedule, product, etc.)*

SELECT THE MOST APPROPRIATE PROVIDER(S)

Given the range of activities possible for follow-on, there are advantages to using certain types of providers who contribute various strengths to various corresponding activities -- the type of provider may depend on the sort of activity. The selection is best made after the conclusion of U.S. training to permit assessment of provider quality and participant needs.

The advantages of using different kinds of providers may be:

U.S.-based training provider for seminars & workshops:

- *Provides continuity to the course matter of the U.S. program*
- *Facilitates linkages development*
- *Best if complemented by knowledge of conditions in the country -- an NIS-based partner often strengthens the resources being offered*

USAID TA contractor for seminars, workshops, special projects, technical assistance:

- *Familiar with in-country conditions and with participants*
- *Provides activity which builds on their technical assistance efforts while meeting special needs identified by U.S.-trained participants*

Local resources, which may include, local organizations, off-the-shelf workshops and conferences, expatriate experts, and returned participants:

- *Supports institution-building and development of local and sustainable capacity*
- *Provides knowledge of local conditions*
- *Offers cost-effective alternative*

Partnership of U.S. and in-country resources:

- *Provides sound presentation of U.S. and in-country perspectives from trainers*
- *Supports development of in-country capability and sustainability*
- *Allows for better logistical arrangements*

FACILITATE INCREASED PARTICIPATION

Experience has shown it is often more difficult to get participants to attend activities taking place in-country as opposed to in the U.S. or third countries. For successful follow-on implementation, it is important to understand why attendance might be lower, and to address means of increasing participant motivation to attend.

Understand reasons for lower attendance for follow-on:

- *U.S. training experience did not meet expectations*
- *Participant can't be reached -- address change, poor communications*
- *No longer in same job or sector*
- *Work demands, weather, illness, vacation, holidays*

Increase activity attendance by raising interest and motivation:

- *Include participant input in activity development*
- *Give four weeks notification of activity with activity information*
- *Involve USAID technical assistance contractors*
- *Include participants' supervisors*
- *Minimize costs to participants*
- *Invite participants' colleagues*

ENSURE PRE-ACTIVITY PREPARATION

Typically, logistics related to an activity, such as a seminar or workshop, are handled by the follow-on provider. Pre-program preparation by the provider ensures adequate facility arrangements, encourages participant attendance and motivation, and enhances program success. Fundamental to optimal program implementation is the flow of needed programmatic information to the training provider to be used in time for program development.

Furnish training providers with necessary background data:

- *Data on participant profiles*
- *Information on corresponding U.S. programs*
- *Information about ongoing U.S. technical assistance efforts related to the participants' training and follow-on activities*

Give providers a least a four-week lead-time prior to activity start date.

Assign responsibility for pre-activity tasks to the providers:

- *Inviting participants at least four weeks prior to start date*
- *Working with the USAID technical assistance contractor(s) to encourage participant attendance*
- *Providing participants with a program description, materials and schedule prior (two-four weeks) to the activity*
- *Securing facilities, transportation, accommodations, interpreters, and other necessary services*
- *Ensuring interpreters have sufficient technical vocabulary specific to the activity*

BALANCE PRACTICE AND THEORY

Throughout program implementation, a balance between theory and practical application is needed to meet participant follow-on needs while addressing institutional goals and USAID strategic objectives. A needs assessment prior to or at the start of the follow-on activity is essential to further tailor the activity to participants' needs and expectations. Interactive exercises relate content of seminars and workshops to actual situations, while also demonstrating the practical applications of theory. The provider must work with the participants to ensure what is learned is continuously linked to how it can be applied.

Conduct needs assessment and adjust to maintain balance:

- *Clarify participant expectations at the start of an activity*
- *Address unrealistic participant expectations*
- *Fine-tune topics and activities on an ongoing basis*
- *Monitor and act upon program feedback continuously*

Relate activities to actual in-country environment:

- *Provide hands-on activities*
- *Involve local experts*
- *Arrange applicable site visits*
- *Use "Real-life" participant situations*
- *Incorporate comparative practices discussions*
- *Apply case-studies to participant concerns*
- *Involve individual Participant Action Plans*

EVALUATE AND MONITOR OVERALL FOLLOW-ON EFFECTIVENESS

Project-wide evaluation and monitoring of follow-on is critical to future program design. The evaluation of follow-on activities provides a important opportunity to assess an entire program's effectiveness, from the start of U.S. training to the end of the follow-on activity.

Evaluate and report on each individual program or activity:

- *Gather and analyze program data, including project follow-on questionnaires, site visit reports, monitoring results, and provide final evaluation reports*
- *Submit end of activity reports, including specific findings and recommendations*
- *Review final reports in designing future follow-on activities*

Evaluate and report on project-level follow-on effectiveness:

- *Review data and provide project-wide follow-on reports*
- *Conduct periodic sub-sample analysis (i.e. by country, sector, type of activity)*
- *Review data and provide periodic summaries of lessons learned*
- *Report the above for use in the design of future programming*

Use follow-on and data gathering tools **to provide formative feedback for future activity design:**

- *Participant assessment of previous training (U.S., 3rd country, or in-country), including identification of what was learned from training, how it has been applied, and other formative feedback for future program design*
- *Participant successes and accomplishments*
- *Overall project results within USAID Strategic Framework*

NIS EXCHANGES AND TRAINING (NET) PROJECT: SAMPLE FOLLOW-ON PROGRAMS

SUPPLEMENTAL TRAINING ACTIVITIES

Strategic Management and Business Planning
Kyrgyzstan
May 14 - 17, 1996

This four-day seminar was designed to provide training in the essentials of business planning, strategic management, and corporate governance to businesses outside of the capital city of Kyrgyzstan. The goal was to support the emergence of newly privatized companies and the role of investment funds in outlying areas of Kyrgyzstan. Attendees learned to develop realistic business plans and appropriate management methods under the current commercial laws. Topics of instruction included:

♢international financing application process
♢primary and secondary securities markets
♢legal aspects of the joint stock company activities
♢international standards of business plan preparation
♢partnerships, securities emission and operation of joint stock companies

The activity was hosted by the Regional Business Center "South" at Osh State University. The Center is the recipient of a USIA linkage grant and is working in conjunction with Portland State University to respond to the business needs in the Osh region of Kyrgyzstan. The privatization process in Kyrgyzstan is strengthened as a result of this training.

CONFERENCES AND WORKSHOPS

Veterinary Epidemiology
Armenia
May 1 - September 30, 1996

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Four Armenian veterinary specialists, U.S.-training participants in Livestock Epidemiology, and two Armenian experts on livestock diseases, delivered a total of six two-day seminars on "Information Service on Epidemiology and Sanitation." The seminars were presented to veterinarians, epidemiologists, farmers, and livestock owners in three regions of Armenia.

The lectures featured tuberculosis and brucellosis, both diseases plague Armenian livestock. Lectures were supplemented with diagnostic color charts and posters, photographs, video tapes and slides on various diseases which the participants had obtained during their U.S. training. Practical demonstrations were provided with livestock and "do-it-yourself" brucellosis testing cards. Brucellosis testing kits were distributed to attendees.

Prior to the seminar, the participants were trained in technology transfer methods by VOCA volunteers. The activity helped participants share their U.S.-based training and re-established contact and dialogue among Armenian veterinary and epidemiological staff.
As a result of the follow-on training, participants shared information and resources about the diagnosis and treatment of livestock diseases with their colleagues. In the process they developed their own skills and received training in technology transfer methods from in-country U.S. personnel. Additionally, the activity re-established contact among veterinary and epidemiological staff throughout Armenia and provided the opportunity to discuss mutual problems and solutions, including the goal of establishing a regional plan for diagnosis, prevention and cure of livestock diseases. This training assisted participants to establish "fee-for-service" veterinary services throughout Armenia.

Pilot Conversion II
Ukraine
September 26 - 30, 1995

This activity was arranged for twenty-five Ukrainian International Air (UIA) pilots to complete formal in-flight instruction on the Boeing 737-300 system. The training emphasized flight and ground safety, cockpit and cabin crew management, and the development of a flight operation and procedure manual. Lectures, group discussions, and in-flight observations reinforced the material taught in the U.S. training and assisted the pilots achieve U.S. certification levels.

Both the U.S. and follow-on training was conducted by Jet Tech, Inc., in Arizona. David Vaughn, a Jet Tech follow-on trainer, worked with the participants in the U.S. and in the Ukraine. Vaughn provided an important link to the U.S. program, while strengthening ties between UIA and Jet Tech.

The activity gave UIA an advantage by providing:

- ♢guidance on safety procedures
- ♢flight manuals requested by the participants
- ♢in-flight training on real routes to and from Europe

As a result of the follow-on training, the partnership between UIA and Jet Tech continues to thrive.

ON-THE-JOB TRAINING

Privatization Consultancy
Tajikistan
October 14 - November 22, 1996

This activity provided six weeks of on-the-job training to U.S.-trained participants and colleagues from the Tajikistan State Privatization Committee. Participants learned to build a constituency in government and private sectors needed to support privatization within a market economy. The specific topics addressed included:

- ♢making the privatization process more accessible
- ♢changing the valuation methodologies in current use
- ♢establishing a Business Development Commission

◊changing the bankruptcy laws to provide a market exit mechanism
◊generating public support for economic transformation and privatization

As a result of the training, privatization in Tajikistan has become more prevalent in the government and private sectors.

NETWORKING MEETINGS

NET Project Alumni Meetings
Russia
September 24 - October 8, 1996

This series of five, one-day meetings afforded over 700 participants the opportunity to discuss successes, offer solutions to constraints and meet with USAID contractors, U.S. Diplomats and representatives from Russian organizations and businesses. Meeting coordinators also sought to facilitate a forum in which participants could discuss the impact of their U.S. training. Participants shared their accomplishments since returning to Russia.

Training was provided on methods of association and coalition building. Presenters shared implementation strategies, examples of successful organizations and how to overcome challenges. Presentations were also made on "Modern Means of Communication." Participants learned how to design their own web page, conduct on-line searches for data collection, utilize E-mail as a networking tool and maintain contacts with U.S. and Russian colleagues.

POST-PROGRAM SUPPORT SERVICES

COMPUTER TRAINING

Internet Fundamentals for Health Groups
Russia
September 26 - 28, 1996

This six-day workshop introduced Russian health specialists to the abilities of the Internet to: facilitate American database usage from various health organizations and specialized health programs; cultivate institutional ties between Russian and American health research organizations; and ensure reliable access to information from Western countries. The workshop consisted of several lecture and training modules, lab practice and discussions. Participants were trained in the International Research and Exchanges Board's (IREX) Open Web Laboratory. The laboratory contains eight computers and other equipment to facilitate dependable on-line Internet connections. Topics covered included:

◊World Wide Web
◊Internet connections
◊Internet applications
◊E-mail and database access
◊Internet structure and organization

Upon participants' request, IREX also provided instruction regarding World Wide Web page construction. Each participant received a package containing reference materials about the Internet, a list of commonly used servers and addresses in the health sector, and a listing of the participant's personal E-mail addresses.

Internet Fundamentals for Health Groups provided participants with the technical skills to communicate with their colleagues and advance international, medical research.

COMPUTER TRAINING

Computer & Commodity Tracking Software

Georgia
August 26 - September 1, 1996

This activity was designed as a training of trainers program for two participants and senior staff members from the Department of Georgian Railways and Poti Port. They received training on the computer hardware and various software necessary for implementation of a computerized railroad tracking and communication system. Attendees completed a seven-day intensive course, 6 hours a day, which included the following topics:

- ♢introduction to the personal computer
- ♢training in software, i.e. MS-DOS, Windows 3, Norton Commander, Excel and Fox Pro
- ♢hands-on usage of hardware communications, i.e. radio faxes, radio phones

As a result of this training, participants used their newly acquired skills to implement a computerized railroad tracking and communications system for Georgian railways. Participants shared their knowledge with colleagues, thereby, securing the new system's success.

RESOURCE CENTERS

Odessa Medical University
Ukraine
October 1, 1995 - March 1, 1996

This activity established a Medical Information Center for twenty-six senior staff members of the Odessa Medical School (OMU), their colleagues and medical students. The training provider procured and installed equipment for the center, including a computer, modem, printer, and photocopier; identified periodicals and medical literature; and trained the Resource Center manager. Odessa Medical School provides the space for the Center and pays the manager's salary.

The Odessa Medical University's Information Center is a clear example of how training can be institutionalized while at a minimal cost to NET. By cost-sharing with Odessa Medical University, NET funds were used only to provide start-up costs, while OMU monies covered rent, salaries and other operational expenses associated with sustaining the center after March 1996. One year after its inception, the School provides complete coverage for the Center's operational costs.

NET Project Tashkent Resource and Support Centers
Tashkent
December 7, 1996 - January 15, 1997

The regional USAID Mission in the Central Asian Republics established a Resource and Support Center in each of the republics as a part of the NIS Exchanges and Training (NET) Project.

The Resource and Support Centers:

serve as information resource centers for NET alumni and offer the technical and informational support needed for them to make an impact on their workplaces;

provide ongoing technical, logistical, and administrative support for seminars, workshops and in-country training in support of USAID's country objectives;

provide consulting and logistical support to NET alumni on policy and private initiatives;

promote networking among NET alumni; and

serve as models of independent NGOs in areas where they did not previously exist

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The NET Project Tashkent Resource and Support Center is registered as an NGO and is working to verify its tax-exempt status. In order to become financially self-sufficient, the Center is formulating a long-term sustainability plan. A Board of Directors, created from the pool of active and interested NET alumni are elected in an open vote and manage the center. Daily operations are the responsibility of the Center's manager and staff whose activities are supervised by the Board.

The Center is recognized as a modern information resource center for NET alumni and the broader community. It is equipped with necessary teaching and business equipment, access to NET Project training materials, and computers featuring on-line Internet access and a CD ROM library. The Center's conference space hosts a wide range of workshops and seminars for NET alumni, and others, and provides opportunities for participants to receive additional training relating to their current activities. To promote networking, the Center produces a newsletter which is distributed to Uzbek NET alumni. Debriefing sessions for recently returned participants provide opportunities to network in person, as well as to promote the services of the center. Additionally, the Resource and Support Center provides fee-for-services to the larger business community.

TRANSLATION OF TRAINING MATERIALS

U.S. Family Courts Brochure

Tajikistan
July 30, 1996

Program funds were used to publish and distribute five-hundred copies of a brochure written by Makham Makhmoudov, Dean of Law Faculty at Tajik State University and program participant. Mr. Makhmoudov completed U.S. training in judicial system reform. The brochure provides information about the American Family Court system, analysis of American legislation, and methods of adapting U.S. laws to local conditions in Tajikistan. This type of legislation does not exist in the Constitution of the Republic of Tajikistan. The brochure covers such topics as:

◊family institutions
◊structure of the U.S. Family Court
◊process of marriages and divorces
◊children's rights and adoption in the U.S.

The brochures were distributed to other participants, the Ministry of Justice, Tajik State University Law Department, U.S. Embassy, the Republican Library, and Law Courts.

As a result of distributing the brochure, the Ministry of Justice made a resolution to have a family court established within every city law court. The first experimental family court was established in 1996, within the Frunze law court of Dushanbe. Similar family courts will be established within every city law court in Tajikistan.

This kind of follow-on training confirms that moderate expenditures can accomplish significant and lasting results for democratization.